DOCUMENT RESUME

ED 316 352 RC 017 359

| | |
|---|---|
| AUTHOR | Sheller, Rebekah, Ed. |
| TITLE | Rural Libraries: A Forum For Rural Library Service. Volumes I-IX, 1980-1989 (20 Issues). |
| INSTITUTION | Clarion Univ. of Pennsylvania. |
| PUB DATE | 89 |
| NOTE | 1,856p.; Volume I had four issues. Volumes II-VII and IX have 2 issues. This Journal is printed in extremely small type (varying between issues, but often below 6 point size) and with poor contrast. It is made available on ERIC microfiche for archival purposes, but satisfactory paper reproductions cannot be made. |
| AVAILABLE FROM | Clarion University of Pennsylvania, College of Library Science, Center for the Study of Rural Librarianship, Carrion, PA 16214 ($3.00 per issue, published two times a year). |
| PUB TYPE | Collected Works - Serials (C22) |
| JOURNAL CIT | Rural Libraries; v1-9 1980-1989 |
| EDRS PRICE | MF16 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Access to Information; *Community Information Services; *Library Administration; Library Collection Development; Library Materials; Library Role; *Library Services; Library Surveys; *Public Libraries; Rural Areas; *Rural Education |
| IDENTIFIERS | *National Advisory Board Rural Information Needs; *Rural Libraries |

ABSTRACT

This serial examines problems and possibilities in rural library delivery of reading materials and information services. Typical articles cover: (1) research findings on recent changes and industralization in rural America; (2) role of the rural librarian in community development; (3) cooperation between rural libraries and rural public schools; (4) rural bookmobile services; (5) rural library boards; (6) site selection for rural libraries; (7) the report of the National Advisory Board on rural information needs (vol. 5, no. 2); (8) cooperation with the Agricultural Extension Service; (9) rural medical libraries; (10) borrowing habits of rural students; (11) teaching library students about mobile library services. (DHP)

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# RURAL LIBRARIES

Vol. 1 No. 1 Winter 1980

ED316352

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# RURAL LIBRARIES

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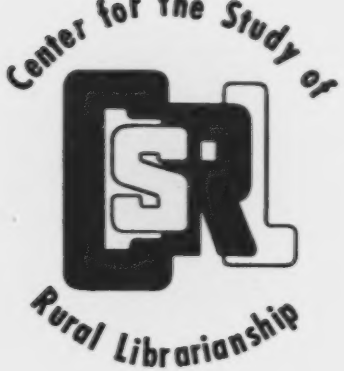


Vol. 1 No. 1

*Rural Libraries*, a publication of the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts and correspondence should be addressed to Dr. Margaret A. Jetter, Editor.

We welcome letters in response to our articles.

Subscription rates are $3.00 per issue; please make checks payable to Clarion State College Foundation.

Center for the Study of Rural Librarianship

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Several papers in this first issue of *Rural Libraries* were originally presented at conferences sponsored by the Center for the Study of Rural Librarianship, i.e., Daryl K. Heasley, Dale R. Hershey, Charles Curran and Daniel Barron, Robert Case, Nancy C. Ruccio, and Lois K. Albrecht.

# WHAT SELECTED RESEARCH AND LITERATURE TELL US ABOUT RURAL PEOPLE

*Daryl K. Heasley*
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Selected findings from research studies and other literature accurately reflect today's rural scene. In this paper, the author, an associate professor of rural sociology at the Pennsylvania State University, outlines his perception of these findings in terms of a library collection: the rare book section, a documents section, and a reference section.

## RARE BOOKS SECTION

Much has been said about the conditions in rural America, some accurate statements, and some inaccurate. President Nixon summarized conditions of Rural America in 1971 thusly:

> . . . in rural America itself, the loss of human resources has compounded the problems of diversifying the economy and fostering vigorous and progressive community life. Those who have chosen to stay have found it harder and harder to pay for and provide services such as good schools, health facilities, transportation systems, and other infrastructure attractive enough to keep people in rural America, or to lure jobs and opportunities to rural America. Many of the small towns which dot the countryside have to struggle for existence; they often have difficulty attracting good teachers or physicians; many fight stagnation while most of the economy is expanding; they cannot give the older, the disadvantaged, and the less educated people needed assistance and care. [1,p.28]

In the same publication, Marion Clawson states his feelings in another way: "It is not an exaggeration to say that rural towns are sick." [1,p.28] Persons often get the feeling that this is the

picture of rural America, and indeed it may be. But let me ask the question, do the data support the statements? Let's turn to our documents for the answer.

## DOCUMENTS

Many types of documents are useful to us in our search for the answer to this question. One framework that rural sociologists and others have found useful for organizing or cataloging our thoughts is the POET framework. This framework permits one to analyze research and literature within the context of first examining population; second, organization; third, environment; and fourth, technology.

### Population

The rural population in Pennsylvania is greater than in any other state, with over 3.4 million persons residing in rural Pennsylvania as defined at 50,000 or less. In fact, 29.5 percent of the total Pennsylvania population is classified as rural by our definition. North Carolina has the second largest rural population, with 2.8 million persons residing in rural areas. Although our definition includes cities with up to 50,000, Pennsylvania has more persons residing in places of 1,000 to 2,500 people than in the other rural population categories. Another aspect of the organization of Pennsylvania is by region. If one were to take a map of Pennsylvania and draw a line from North to South roughly through the center of Pennsylvania, one would find that since 1940 or 1950, the western half of the state, with few exceptions, all the way across the state, has lost population. The growth in Pennsylvania has been mostly in the southeast region. Although the rural farm population represents only 4 percent of our total population, that percentage includes 53,000 farmers in Pennsylvania engaged in the production of food and fiber.

While rural areas have historically declined in population, recent research by Calvin Beale of the U.S. Department of Agriculture suggests that since 1970 there has been a population turnaround; rural areas are gaining rather than losing population. Two age groups which

seem to be predominant in this turnaround are retired people moving to scenic areas or to places where they grew up, and young people disenchanted with the "succeed-or-die, lightning-pace" syndrome they may have found in the urban areas.

This mix of newcomers with those who have lived there all their lives causes some unique situations.

Different segments of the rural population view things very differently. In fact, priorities given to public issues by small town rural persons probably differ from those of rural farmers, and even farmers are diverse in their values and beliefs. For example, part-time farmers may differ significantly in their viewpoints from the highly capitalized commercial farmers.

Recent research has suggested that residents in small communities do have different attitudes from urban residents on certain topics. For example, a recent study by Osgood showed that residents in small communities had more negative attitudes toward welfare programs than did urban residents [2,p.41-48]. Differences appear to exist between those raised in small communities and those raised in large communities. In fact, size of community of a person at age 16 seems to be a better predictor, or better indicator, of what attitudes and values a person would have than size of present community.

So what do these differences mean? Glenn and Hill state that those who would understand and develop rural areas "must be concerned with and knowledgeable of attitudinal and behavioral variation in the United States. Too, they need to continue to study, but not to exaggerate the rural/urban differences if indeed we are to bring resolution of problems to fruition." [3,p.50]

Rural persons have some of the same concerns as their urban counterparts. Their concerns center around inflation, unemployment, public transportation, resource depletion, energy conservation, welfare management, pollution of environment and financing of governmental services. However, more than their urban counterparts, rural areas often have many forces outside the community that affect their resolution to these concerns.

Organization

Let's turn to the second element in our POET framework, organization. Under the heading of organization we'll look at community organization, the family, and finally, the organization of rural women.

County boundaries established two centuries ago in Pennsylvania may have less utility for today's society than at the time they were established. To illustrate, county seat towns were centrally located so that a resident could journey to the county seat, transact business, and return home the same day. The network was established to enhance the position of: (1) the county seat, and (2) the possibility of what was referred to as a "team haul" distance. This network, plus the normal migration of ethnic and other groups, led to settlement patterns in Pennsylvania (if you exclude the Philadelphia area) that can be easily traced to national origin, predominant religion of the originators, and the topography of the region simply by the names of the communities. For example, in central Pennsylvania we have Lewistown, Mifflintown, and Thompsontown. That's hill country, geographically, Scotch-Irish were the predominant ethnic group who settled there, and they were Presbyterian or United Methodists. Continuing on in central Pennsylvania, we have Lewisburg, Mifflinburg, and Millheim. These towns are in the broad river valleys, predominantly settled by Germans, who brought with them basically the Lutheran religion. If you go on into Schuylkill County, you have narrow river valleys that were settled by the Dutch, bringing along the Dutch Reformed religion. And so on we could continue through Pennsylvania.

Another way to look at county organization is through looking at the industrial base of various regions of Pennsylvania. Those regions that have a high extractive industry base, that is lumbering, mining, fire-clay manufacturing, tended to lose population over the last 30 years, while those with permanent industrial base and good agricultural area and those with major transportation networks tended to gain in population.

Let's move, then, to community organization. How does one interested in providing services to a rural area begin to get a handle on organization? Wilkinson provides one way when he talks about structural differentiation. In his article, Professor Wilkinson indicates that small town functions and facilities are being provided, but not on the specialized or differentiated base that may be found in a metropolitan area. For example, in the agricultural trade centers of 100 years ago, mostly under 1,000 population, all of the services and interactive opportunity outside of the family were provided. When population declines, it tends to yield functional losses that can be cataloged in the following way. The first and most significant loss can be found in the specialized professions: dentists, doctors, and lawyers, in that order. Secondly, the loss of large dry goods establishments, plus the specialized services such as beauty parlors, laundries, paint stores, and TV shops begin to leave the community. And finally, duplicate businesses are driven out such as multiple service stations, multiple garden supplies, hardwares, and so on [4, p.45-46]. Simon and Gagnon in an article in the Communities Left Behind point out:

> The land and the economy of the United States will not support as many small towns as they did before. It is very difficult not to see the future as a long, drawn-out struggle for community survival, lasting for half a century, in which some battles may be won, but the war will be lost. A future in which most towns will become isolated or decayed, in which the local amenities must deteriorate, and in which there will finally be left only the aged, the inept, and the very young -- and the local power league. [5,p.51]

However, Simon and Gagnon forget to mention several significant factors in their rather pessimistic statement. Number one, Professor Wilkinson points out that the survival or the decline of small towns is selective and not universal. In a study in the early 1950's and 1960's, Brunner found that two out of five small towns were still viable. And, number two, in much of Pennsylvania, smaller places are growing more rapidly than larger places. Decentralization is occurring around non-metropolitan areas. And finally three, there

is decentralization of government. This later trend seems to be intensifying as revenue sharing promotes this notion. Wilkinson concludes with a rather optimistic note when he states "local leadership can be viable and influence stability and growth." Tupelo, Mississippi, is a prime example of overcoming shortcomings in location, natural resources, and population base by citizen/professional participation in establishing community priorities and deciding how to implement programs to achieve desired results. In Pennsylvania, we have had over the past six years a rather intensive leadership development program aimed primarily at rural leaders. All of the results from this program's continuing program efforts are not in, but those that are would indicate that indeed Professor Wilkinson's statement is sound.

We can further look at Professor Wilkinson's notion of structural differentiation of communities by looking at primary services delivered by a community. According to Doeksen, Keuhn, and Schmidt, many types of communities may be identified when they are labeled by functions. These authors provide us with the following classification scheme. First is recreation communities. We have plenty of these in Pennsylvania, normally found around water and within driving distance of a large, metropolitan area. Second is a resource extraction community: mining, lumbering, fireclay, oil. Those tend to be either in growth or decline, rather than in status quo. The third identifiable community is that of a satellite community; that is, one in which a large part of the labor force works in a nearby larger town. Land values tend to be lower than in a metropolitan area. Various open space areas are available, and these communities have grown in conjunction with the technological changes that have taken place in transportation and communication. The fourth community is the viable trade center. And finally, the remaining communities are those under 2,500 population that have experienced little growth. They're highly interdependent; one tends to find a bank that is the major business, a restaurant that serves coffee and doughnuts to the work crews, and little else in such communities. [1,p.35-40]

With the growth and decentralization of industry and government, one finds industrial location in rural and partially rural counties gaining momentum. In this regard, Claude Haren states:

> Rural and partly rural counties gained in manufacturing jobs at a rate of 4.6 percent annually between 1959 and 1969, or more than double the ratio in metropolitan units. Nearly 900,000 manufacturing workers were added, together with almost another 500,000 in the remaining nonmetro areas. This brought the non-metro share of the total U.S. manufacturing employment up from 21 percent in 1959 to 23 percent 10 years later. [6]

Professor Childs did a study analyzing industrial locations in Oklahoma from 1963 through 1971 and found support for the decentralization of industry. In this time period, Professor Childs found 66.1 percent of all manufacturing jobs created by new manufacturing plants were in communities of less than 10,000 population. The Childs study did not talk about the impacts of such change, but obviously, delivery of facilities and services were major considerations in such selection. [7]

To summarize the community organization then, let me say that: (1) declining communities mean a transfer of functions and services to a regional or larger area. That is occurring in much of Pennsylvania. (2) Transfer is adaptive to economies of scale, but individual communities with knowledge of resources can intervene and remain viable. In other words, they can provide the guidance to change. And finally, human well-being needs to be foremost in mind in any program or delivery of services and indeed must be maximized rather than minimized.

Let's look at persons residing in rural areas, for a moment. We'll look at these within the context of family. A definition of family is in order before we begin. Family can be defined very simply and has been by Rickert as a unit of interacting and interdependent persons who share common goals, have a commitment to one another over time, share resources, and usually a common living space. In a generic sense, family encompasses all the social relationships that provide nurturements, protection, and renewal for individuals. Moreover, we have diverse family patterns in the United States. These include communal living, unmarried females with children, unmarried couples living

together, homosexuals living together, and divorced, separated, or single parents with children. There have been huge adjustments in the family. Women with careers now equal 50 percent of the labor force. Husbands are helping with housework; they are more directly involved in childrearing. As one might suspect with the diverse family patterns and some of these adjustments to the family, the population projections with regard to birth rates are rather significant. Ten years ago the average United States family had 3.1 children. In 1976, it was 2.1, with the result being that in 1976 there were 12 million fewer persons than had been forecast in 1965.

Currently the proportion of the population over age 65 is somewhere slightly in excess of 10 percent. By the year 2030, this percentage is projected to be 17 to 20 percent. What all of this means is that we're moving from a child-oriented to an age-oriented society. Outside family support services are increasing. Things like senior centers, and yes, even libraries for rural residents are on the increase nationally and within Pennsylvania.

Of all those persons living in rural areas, we found that in terms of belonging, one-half of them belong to formal organizations. A minority of those belonging were extremely active. Of the remaining half, many have no organizations at all. The actives are not representative of the total community. They tend to be advantaged socially and economically, while the nonactives tend to be lower in income. Often, they are in the young adult stage between high school and becoming more established in the community. Senior citizens, cultural and ethnic groups (for example, farm laborers) and newcomers to fringe area settlements also are included among the nonactives. The educationally active are the minority in everything. [8,p.200]

Finally, let us consider rural women. An article in our Centre Daily Times entitled, "Rural Women Turning to New Role," indicates that the women's movement is not a movement exclusive to urban areas. It may have first surfaced in the cities of America, but now it has spread to all levels of society in all geographic areas, including the isolated, rural village and farm. The article

goes on to state, "Rural women are banding to carve a more central place for themselves on the national scene. Despite the many obstacles of isolation, lack of communication, poor educational opportunities, employment changes and other social limitations, the rural woman is emerging as a strong-willed, strong-voiced rational citizen -- the separate, but equal, entity from her more eminent husband."

Environment

Let us now turn to the third category in our POET framework, environment. Hershey, reporting on his thesis study, indicates that in land use, the problem stems around the fact that we want food, shelter and clothing all produced on the same acre. Specifically, he was studying attitudes toward government regulation of land use. Such regulations rest on a number of powers. Government has the ability to tax, to take land for public use, to regulate or control land, to acquire land when an owner with no heirs dies without a will, and to own and manage land for specific purposes (for example, parks). In Hershey's study in Armstrong, Butler and Indiana Counties, he found that 54 percent of the respondents wanted to have the government regulate land. Those who favored government regulation tended to have a higher level of individual income and a higher level of formal education than those who preferred individual regulation. Further, those who wanted the control to rest with local officials tended to be selective in what they wanted those officials to regulate. [9]

In the rural environment, we find there is widespread poverty. A high proportion of rural housing is substandard. The rural poor are often unorganized.

The taxing structure, which helps to create our environment, has traditionally been the property tax as the major source of revenue for the smaller political subdivisions. Lately, there are arguments being championed by economists, sociologists, political scientists, and others that we need to have rather widespread reform in this area.

Services also help create an environment. We find no particular service across all communities that stands out either as not being provided or being needed, but we can isolate some specific rural problems: financial burden caused by the clean stream legislation; sewage systems that would cost more than the total property valuation of a community; poor quality of water; bridges; travel or transportation; fire protection; health; and unregulated growth. For example, let us look specifically at health. We can find that improved access to health care is urgently needed in most areas in rural America. Medical doctors and top-notch medical facilities tend to be concentrated in metropolitan centers, but in rural America we have a higher percentage of persons working in the three most dangerous occupations: mining, agriculture, and heavy construction. Rural areas have isolated roads and less adequate emergency equipment. Therefore, accidents are apt more often to be fatal in such areas. And finally, we have a higher percentage of elderly persons who need medical services.

How can rural areas attract medical personnel and establish medical facilities? Several have done it through primary health care centers. In Pennsylvania, Northern Indiana County now has a primary health care facility located at Marion Center. Upper Columbia County, the community of Benton, also has such a facility. In Centre County, Penns Valley, and Snow Shoe are two locations for primary health care units.

Technology

Let's turn to our fourth and final item in the POET framework, technology. As we mentioned earlier, technology has provided the rural resident with the opportunity to face and to begin to resolve the same problems that are confronting urban areas: land use, water control, air pollution, the disposal of sewage and solid waste, transportation congestion, and the provision of health care facilities. The process has begun. The homes are now electrified. They have telephones. The road systems have moved the rural residents from the mud to the hard-topped roads. Educational systems are becoming more equalized between

rural and urban areas. The communications systems, although not comparable to those found in urban areas, tend to be listed as adequate by most rural residents. In rural areas we find that wages are more equally distributed among all sectors of the community than they are in the urban sectors. Finally, all of this technology has permitted the decentralization of industry, which continues to put a competitive edge to the bidding for location in one community versus another.

All of these changes permit us at least three alternative approaches to what's going on in rural areas. First of all we can ignore those changes. This, I would argue, could bring disastrous results. Let me illustrate the consequences of ignoring change. The following is extracted from a talk delivered in 1908 at the annual meeting of the National Association of Carriage Builders:

> Eighty-five percent of the horse-drawn vehicle industry of the country is untouched by the automobile. In 1906 and 1907, the demand for buggies reached the highest tide of its history. The man who predicts the general annihilation of the horse and his vehicle is a fool.

The second alternative to change is fight. The following letter addressed to President Andrew Jackson from Albany, New York, dated January 1, 1829, illustrates this alternative:

> The canal system of this country is being threatened by the spread of a new form of transportation known as "railroads." The federal government must preserve the canals for the following reasons: One, if canal boats are supplanted by "railroads," serious unemployment will result. Captains, cooks, drivers, hostlers, repairmen, and lock tenders will be left without means of livelihood, not to mention the numerous farmers now employed in growing hay for the horses. Two, boat builders would suffer, and tow line, whip, and harness makers would be left destitute. Three, canal boats are absolutely essential to the defense of the United States. In the event of the expected trouble with England, the Erie Canal would be the only means by which we could ever move the supplies so vital to waging a modern war. For the above mentioned reasons, the government should create an interstate commerce commission to protect the American from the evils of "railroads" and to preserve the canals for posterity. As you may know, Mr. President, "railroad" carriages are pulled at an enormous speed of 15 miles per hour by "engines," which in addition to endangering life and limb of passengers, roar and snort their way through the countryside, setting fire to the ground, scaring the livestock, and frightening women and children.

> The Almighty certainly never intended that people should travel at such breakneck speed. Respectfully yours, Martin Van Buren, Governor of New York.

This brings me then to the third, and in my opinion, the most tenable of the alternatives to change. That is to guide, to modify, to direct, to be part of that whole process. In this regard, former Secretary of Agriculture Freeman commented: "We're at a moment of decision -- a moment of crisis. I believe that we can choose what kind of America our children will inherit. We are not in a blind pawn of fate, but rather the shapers of our own destiny."

How do we as educators, you as rural librarians, choose to help rural areas remain viable, remain vital, remain a place where people can choose to live while achieving a high quality of life? As educators, as rural librarians, I think we must cease being passive facilitators, i.e., waiting till people come to our neatly organized, categorized, and often hard-to-reach environment. I think we must take our expertise to them. In other words, we must become active facilitators, and we now have a vehicle that can help us do just that.

REFERENCE

The National Rural Information Clearing House of the National Rural Center was established to help persons interested in working with rural residents to help them achieve their goals, to become active facilitators rather than passive facilitators, or to become a server of the unserved. In a draft report just released, leadership initiative was shown to be necessary and crucial, and that trust in the provider, a balance of focus between rural and nonrural, and timing of suggested helps were crucial to the success of whether persons were helped or hindered. Moreover, in trying to activate this leadership initiative, the biggest problem was the serious information gap. This gap existed because appropriate information was not reaching rural people and information from rural people concerning their needs, their hopes, and frustrations, and their failures and successes was not reaching appropriate contact points.

What does the National Rural Information Clearing House of the National Rural Center offer? First, a special library that has an

extensive basic collection of materials relevant to rural affairs: references, tools, books, monographs, demonstrations, periodicals, demographic data, congressional and executive branch documents. Secondly, it has a computer information retrieval system that contains 20 data bases, among them ERIC and FAPRS. Third, it has established and operates a system for identifying and helping to secure sources and funding for technical assistance. Fourth, it has helped communities to get financial aid. Fifth, it provides reference for special research on rural matters. Sixth, it has developed and put into a computerized listing system some 14,000 names of key rural officials and community leaders and has gained cooperation for access to additional names through agreements to rent existing lists. Seventh, it has evolved, published, and distributed a directory of rural organization. Eighth, it initiated a program of issues meetings, bringing together representatives of rural organizations and federal departments to share information and discuss key issues as they develop, for example, credit, health, rural development, and communications. Ninth, they have a continuing program of meetings with federal policy making officials to exchange information. Last, they're establishing a continuous system of evaluation. Another place to look is for opportunities established by existing agencies and institutions. For example, the Middleburg Community Library just received an award for second place in the local government innovations conference, sponsored by the state rural development committee. They used raffles, gifts, car washes, bake sales, etc., in order to facilitate the resolution of a problem; i.e., lack of community access to existing library facilities. [10]

Finally, in our reference section, for your consideration, I would refer you to our own organization of Cooperative Extension Service. The national organization is located and officed in each of the 3,100 or so counties in the United States. Personnel from the Cooperative Extension Service, which has a Federal base, a State base, and as I have just mentioned, a county base, have been involved in the delivery of educational programs since 1914. These programs over the years have evolved into the current program offerings under agriculture and natural resources, family living, community resource development, and 4-H youth. Further, our organization has maintained since 1914 a primary

focus on rural audiences. Our track record is secure. We are recognized in all three governmental levels as an organization that offers educational programs to help enhance the quality of life, especially the quality of life to those persons residing in rural areas.

I would suggest that if you are unfamiliar with the Cooperative Extension Service, you pursue it with your local county-based staff. If you are familiar with it, I would urge you to explore it further in terms of gathering suggestions as to how we might work together to help achieve the goals of the Center for the Study of Rural Librarianship, which are: "To identify needs and to extend current knowledge relative to the nature and role of rural librarians." Your goals are quite compatible with ours, so let's get on with the task.

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# COMMUNITY DEVELOPMENT

## THE ROLE OF THE RURAL LIBRARIAN

*Dale R. Hershey*
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As you are well aware, our conference theme is "Public Awareness of Rural Library Services." In a conventional sense this usually translates, "How can we effectively communicate to the public our presence, activities and services." I want to push that concept a little further and suggest that public awareness is really a two-way process. Public awareness is not only you or your organization communicating out to the community; it is also the community communicating in to you and your organization. In other words, you as librarian must be aware of, and sensitive to, the needs and desires of the community.

I am not a librarian (so forgive me if I am wrong), but I sense that librarians tend to view themselves as agents, advocates or promoters of educational and cultural processes. These functions are important, but I think librarians can and should play a broader role in the community. As librarians you are information specialists. You hold or have access to a critical resource for agencies, government officials and community groups involved in community decision making processes. Unfortunately this linkage between librarians and persons working in community development is not always clearly understood or utilized. Although this address focuses on helping librarians understand community development and the librarian's role in this process, it is equally important that community development practitioners become more aware of the resources that are available through the library.

I would like to address three general areas: first, change in rural communities and the effect of that change on library services; second, a definition of community development; and finally, a brief discussion of how librarians fit into the community development process.

RURAL CHANGE

A significant demographic change has been occurring in this country since the 1970 census. For the first time in the nation's history, more Americans are moving from metropolitan areas than are moving to them.* Between 1970 and 1975, for every 100 persons moving to metropolitan counties, 131 moved out. This was a reversal of previous trends. During the late 1960s for every 100 persons moving to metropolitan areas, 94 moved out.

Although many of the nonmetropolitan growth areas are adjacent to metropolitan counties, there are also unmistakable signs of population growth in much more remote rural areas.

This revival of rural population growth is also taking place in Pennsylvania. The rural population of Pennsylvania totals over three million people. That is larger than the rural population of any other state in the nation. Between 1970 and 1975 nonmetropolitan counties in the state adjacent to urban counties grew by 3.3 percent. Those counties not adjacent to urban counties grew by only a little less -- 2.4 percent. As was the case with the national figures, this followed several decades of decline.

Now, what does this mean to those of you providing services in rural areas? Most analysts seem to agree that this trend of the 70s represents a major change in Americans' expectations -- what they want from their careers and what they are willing to give up to get it. At one time, the general view of rural life was reflected by Sinclair Lewis in Main Street when he called the small town existence: "dullness made God . . . the contentment of the quiet dead." This is no longer the case (although I must add that some people think Lewis's observation still holds). Rural life has been modernized and with increased ease of mobility these areas are no longer isolated from more urban areas.

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*As defined by the Bureau of Census, metropolitan refers to counties having one or more city with a population of 50,000 or more. Nonmetropolitan would be any county without a city of 50,000.

Another important consideration is the composition of these persons moving into rural areas. Although some of these new migrants are seeking a life out of Thoreau, part of what has been called the "back to the land movement," more typically these persons are looking for a life equal distance between the brutalities of the country and the brutalities of the city.

A survey conducted in 1974 found that 71 percent of Pennsylvania residents would prefer to live in small cities, villages or open countryside if they could live anyplace they choose. This compares to 40 percent who actually live there. Further questioning, however, showed that most of these people wanted to be within commuting distance of a city with a population of at least 50,000. This reflects the view of Robert Frost when he wrote:

> Well, if I have to choose one or the other, I choose to be a plain New Hampshire farmer with an income in cash of say a thousand.

The people moving into these rural areas tend to be more highly educated than their native neighbors and they bring with them expectations that many of the services and conveniences to which they have become accustomed will be available in their new rural communities. Thus the service user, the consumer, and in your case the person using rural libraries, is going to be more knowledgeable and have higher expectations about what should be provided than service users did in the past.

As librarians you should become aware of the changes within your service area and be prepared to provide the services people desire. Consider conducting a needs assessment to determine what services library users (and current non-users) desire. In any community service program we run the risk of determining need based on past use figures. This information is valuable but limits us to evaluating services currently provided, excluding a whole range of possibilities.

## WHAT IS COMMUNITY DEVELOPMENT?

Defining community development necessitates first defining the term community. I suspect that most people think of a community as a group of people living within a limited geographic area. In community development this definition becomes too limiting; we think not only in terms of community as a limited geographic area but also in terms of community of interest. This places the focus of attention on the reasons for a community; i.e., the specific fact that generates cohesion rather than on the general fact of its mere existence. Defining community in this manner permits working with either small or large groups with the longer range perspective that these activities will interconnect with the activities of other groups working for a community improvement.

We now come to the original question, "What is community development?" The terms community development, community resource development, community organization, community planning, and others are used to describe a variety of processes and situations that deal with the action of people in groups to bring about change. An equally long list could be made of the roles that are performed by individuals who attempt to influence these processes, whether as educators, planners, developers, activists or persuaders.

To reiterate, in its simplest definitional form, community development is the organized action of groups of people to bring about social or economic change. Basic to this process is participation by the people of the community, however that community has been defined. The emphasis is on public issues (common or shared interests) that grow out of individual interests and concerns.

## THE LIBRARIAN'S ROLE IN COMMUNITY DEVELOPMENT

With this very brief introduction to the field of community development I want to look at the librarian's role in this process.

First, as librarians you are information specialists. You may not have realized it, but that particular role makes you an important

resource in the community development process. One of the major tasks of the community development professional is to guide community groups and organizations through a systematic problem solving process.

This process involves a number of steps: (1) defining the problem, (2) determining the cause or causes of the problem, (3) examining alternative approaches, (4) assessing the consequences of each alternative approach, (5) selecting a solution, (6) implementing the chosen solution, and finally (7) evaluating the implemented solution.

In each one of these steps of the community problem solving process, information is required to make intelligent decisions. Some types of information or resources that will usually be needed include: census data, research publications, audio/video materials, newspapers, and listings of funding sources.

As librarians, try to stay informed of community development projects in your area. In the small rural communities that most of you represent, you will often be acquainted with the people involved. If you are aware of resources that might be helpful, contact them if they don't come to the library for assistance. Don't assume that community members necessarily know what resources are available. It also means that you as the librarian will have to be familiar with the information you have available in your library, through university or college libraries, inter-library loan, industrial libraries, and so on.

A second area of involvement in community development that I see for librarians is becoming supporters or advocates for community improvement. Whether you like it or not, your role is a public one, and in that public role you can influence community members to become involved in community projects. This might be through displays on historic preservation; community history; local industry, employment, or vocational areas; or a specific community issue. Another way to become involved would be sponsoring workshops on such community issues. A final method might be serving on local government or agency advisory

boards. This type of involvement would be an excellent way to become better acquainted with local needs and provide the resource expertise that you have.

A final area of community development in which I see librarians involved is the conducting of needs assessments. In any service profession it is often tempting to assume that we know what people need. There are several shortcomings to such an assumption, however. First, our perceptions may be inaccurate. There may be needs or wishes of which we are not aware. In determining needs internally we also tend to base our judgments on reaction to presently offered programs; i.e., a retrospective assessment. There may be services that could be provided that are not being considered. This becomes even more critical in program goal setting because it is based on what already exists rather than on what could exist.

As a very basic attempt at conducting a needs assessment, I would suggest surveying community groups, organizations and agencies to determine what their needs are. If you have more energy, time and resources, survey the entire community.

Let me stress again the importance of involving people. You probably have a board of directors or advisory board, but attempt to get more people involved. On small projects establish a planning board. For example, if you are having a workshop for parents to help them choose children's literature, have some local parents participate in planning the program. This not only involves parents in setting up the type of program that would interest them; these parents will also become recruiters for the workshop because it is their program. As more programs are planned, don't fall back on this same committee. The more community people you get involved, the broader your base of support.

In closing I would like to quote Josiah Royce. Royce beautifully summarizes the underlying philosophy of community development and poetically captures what community development is about:

> I believe in the beloved community and the spirit which makes it beloved, and in the communion of all who are, in will and in deed, its members. I see no such community yet, but nonetheless my rule of life is: Act so as to hasten its coming.

# SOCIAL THEORY AND ITS APPLICATION TO THE STUDY OF COMMUNITY ANALYSIS AND THE PROBLEMS OF THE RURAL LIBRARY

*Benjamin P. Norris*

The purpose of the paper which I am presenting is to examine the contribution which social theory can make to an understanding of the problems and dynamics of community development and rural librarianship. As a preliminary to this examination I wish to address several anticipated criticisms and questions which will, no doubt, arise concerning the topic of this presentation.

I shall begin by presenting a definition of social theory. The purpose of social theory is to present either an explanation or description of why a particular set of social happenings or phenomenon occurred. It should be emphasized that social theory, as I use it in this paper, is essentially explanatory or descriptive in nature, as opposed to being normative. This does not mean that descriptive and explanatory theory does not possess normative implications or connotations. However, the principal thrust of the theoretical constructs that I shall examine are descriptive rather than prescriptive in nature, and I shall deal with their heuristic or practical utility as opposed to their normative content.

There are those who might argue that such a paper has no place in a consideration of rural librarianship, that such consideration should be devoted to practical solutions to immediate problems, and that this is not the place for the type of speculation in which I shall indulge in this paper. On this matter I take a more long range view, seeing my contribution as one of making a positive first step toward the construction of a general theory of community development which would emphasize the role potential of various approaches or orientations in social theory.

The importance of building a theoretical structure which the

student of rural librarianship can utilize may be questioned by the hard pressed practitioner in the field who is beset with the myriad of problems confronting the practicing rural librarian. In response to such inquiry I can only argue that efforts toward building a library science subdiscipline should proceed in the same manner as building a discipline in any of the social sciences. To enhance one's understanding and to aid in the development of the discipline one must proceed in two directions: immediate problem solving and the development of a theoretical foundation for further inquiry.

To understand the importance of the latter, let us examine the structure and conditions of "knowledge" in the area of rural librarianship and macrolevel social analysis. "Knowledge" as used in this context refers to what the practitioner in a specific field of inquiry ascertains to be true or real about the subject matter of his particular discipline.

In examining the two fields of inquiry of rural librarianship and macrolevel social analysis, one finds two polar extremes or conditions of the state of knowledge. In the case of macrolevel social analysis, or social theory, practically all knowledge is theoretical, as opposed to being empirical, in nature. In this area of inquiry knowledge consists of the formulation and understanding of relatively elaborate theoretical structures whose philosophic origins are, for the most part, derivative from other areas of inquiry. The relationship between these elaborate theoretical constructs which make up the body of social theory and the discrete "facts" of social life are tenuous and partial at best.

At the other extreme is the body of knowledge which constitutes the present state of rural librarianship. Knowledge is almost totally empirical in nature with little or no theoretical connectors. In other words, knowledge of rural librarianship is comprised of pockets or islands of information, for the most part in the hands of practitioners in the field. In addition to being nontheoretical or atheoretical in nature, the knowledge of the practices and behaviors of rural librarianship has, frequently, not even been explicated by those who hold it.

By this I mean that the "knowledge" which comprises the subject of rural librarianship is anecdotal and even intuitive in nature.

Between these two extremes lies a broad, middle ground for innovative and experimental thought. At the one extreme is a wealth of information or knowledge concerning the behavior and practice of rural librarianship without any theoretical framework describing or explaining the occurrence of phenomenon. At the other extreme there is an abundance of theory with little application to unique social problems or issues and with a limited effort to relate the over-arching theoretical structures to discreet social phenomenon.

This paper will explore the possibility of the fusion of the theoretical insights derived from this large corpus of social behaviors with the heuristic insights of the practitioner or student of rural librarianship. It is hoped that this fusion will be the first step toward an eventual synthesis in which insights from the theoretical literature of macrolevel social analysis can be applied to specific issues of rural librarianship.

At this point I wish to insert a caveat that the list of theories and theoretical approaches which I discuss in this paper is selective and not exhaustive. To make an exhaustive listing of all potential social science theorists and their potential contributions would be beyond the scope of this paper. Nor would it be particularly useful, in that the approaches of many theorists either overlap or possess marginal relevance to the issues at hand. An examination of a large number would produce diminishing returns in respect to their utility for studying the issues of community development and rural librarianship. In place of an exhaustive listing I will attempt to examine a select few of the theorists who are regarded as the most relevant.

The several approaches which I shall examine are recognized as standard theoretical works representing classical approaches in social theory. Their status as important contributions in the area of sociological theory are universally recognized by sociologists and political theorists. What has never been done is to utilize these theoretical approaches to look at phenomenon associated with rural librarianship.

Consequently, although what I shall be doing here may seem novel, or even radical to many, I believe that it is an interesting and necessary exercise in the development of the study of rural librarianship.

The first theorist whom I shall consider is David Easton. In his tripartite seminal work, consisting of The Political System (1953), A Framework for Political Analysis (1965), and A Systems Analysis of Political Life (1965), Easton elucidates an elaborate model of the "political system" that is broad enough in scope to be used to describe any type of political structure from the present global system to the political structure of a small tribal village. Easton describes his work:

> . . . I have been exploring the utility of the system as the major unit, focusing on political life as a system of behavior operating within and responding to its social environment as it makes a binding allocation of values. [1,p.21]

As this quotation illustrates, Easton views the political system as a structured means for processing the "wants" of its constituent members into "outputs." In another quote Easton states that the political system is "that system of interactions in any society through which binding or authoritative allocations are made and implemented."[1,p.50] Easton posits a complex model of systemic behavior wherein "wants" are "converted" into "demands" by the proper agencies or "gatekeepers." These demands are then processed as outputs of the political system. These outputs or results of the system are classed as "feedback" mechanisms which reinforce the support of those who made the original demands for the ongoing system. This element of the political system is characterized by Easton as "persistence."

> Persistence of a system, its capacity to continue the production of authoritative outputs, will depend, therefore, upon keeping a conversion process operating. [1,p.132]

As a further elucidation of this very simple input-output model Easton constructs a rather complicated model of the political system in Systems Analysis of Political Life. In terms of the study of rural libraries what should concern us is the contribution that Easton's theories make to a better understanding of the role that rural libraries do and can play in the social and political system of which they are a part. In

this respect I think that the concept of "gatekeeper" introduced by Easton is a particularly useful one to explore. "Gatekeepers," as Easton defines the term, are the regulators of demand stress in the political system. Easton discusses this particular structural mechanism:

> Because of their general social status, some individuals or groups are more inclined to feel efficacious enough to articulate a political position. If this is so, persons occupying these roles in the social and political structure will have an important measure of control over the number of demands put into the system. For this reason we may call them structural regulators of the volume of demands; they are gatekeepers who stand athwart the admission channels to a system. In modern societies we may identify them as interest groups, parties, opinion leaders, or the mass media. In traditional societies they may take the form of notables, an aristocracy, or a military cadre. Whatever the particular form that these structural regulators take, it is clear that the volume or variety of demands that initially get into the system and begin to move along toward the point of output . . . will depend upon the characteristics of the gatekeepers. [1,p.122]

I believe that Easton's concept of gatekeeper is a particularly useful one when examining the position of rural libraries in their respective community structures. Many rural communities when examined in terms of Easton's model show either a relatively undifferentiated or poorly developed structure for processing the wants of the residents into demands. For those individuals in rural communities who have been excluded from the system the library could be looked at as an alternative to existing underdeveloped and underutilized "want conversion" mechanisms. In place of the informal channels of conversion, for example, local influentials, which dominate the process in a less complex social or political system, the library can present itself and develop its potential as an integral element in the development of political and social community in rural areas by serving the information needs of the respective communities. In so doing the library will assist in the formulation and articulation of community needs.

Before the information needs of the individual rural community can be processed they must first be determined. Here again, social science theory can be of assistance to the rural librarian for ident-

ifying community analysis studies which delineate the political and social structure characterizing individual communities. Using Easton's methodology a community study could delineate who the important gatekeepers are in a given community and determine the methods which the library can develop to supplement this need.

Another fruitful analytical approach to the study of community development is that utilized by Karl Deutsch in The Nerves of Government (1966). In this work Deutsch posits a model of the political and social system drawn from a lengthy examination of other theoretical and philosophical systems and a recognition of their historical limitations.

> Mechanic, organismic, and historical models were based, substantially, on experiences and operations known before 1850, even though many of their implications were worked out more fully only later. A major change in this situation began in the 1940's. Its basis was in the new development in communications engineering with its extensive use of self-monitoring, self-controlling, and self-steering, automatic processes. [2,p.75]

The model which Deutsch develops is described by the author as a "self-modifying communications network" or "learning net." [2,p.80] It is also described as a cybernetic model. Deutsch states that the most important concept for understanding the cybernetic model is "information:"

> . . . communications engineering transfers information. It does not transfer events. [2,p.82]

The author presents an interesting discussion of the metaphysical and theoretical assumptions underlying his conception of information transfer which, because of its essentially philosophical nature, need not concern us here. What need concern us, however, are the concepts of "feedback" and "equilibrium," an understanding of which are vital to an appreciation of Deutsch's theoretical constructs. Feedback is the process by which the input of new information into a system can cause that system to "correct" or modify its behavior.

> A simple feedback network contains arrangements to react to an outside event . . . in a specific manner . . . until a specified state of affairs has been brought about. [2,p.88]

If the system's feedback mechanism is well designed it will result in a diminished degree of error. If it is inadequate or improperly functioning the degree of error will increase. According to Deutsch "these failures of feedback networks have specific parallels in the pathology of the human nervous system. . . and perhaps even . . . in the behavior of animals, men, and whole communities." [2,p.89]

The concepts of "information" and "feedback" are the most important elements of Deutsch's theoretical model. Deutsch argues, very persuasively, concerning the implications for future research of his model. The first major point to be considered in applying this model to the study of political structure, and, for our purposes, the problems of community development and community analysis, is the processing of information. Community structures, in order to survive, must possess the capability of adjusting to and assimilating forces and factors from the environment with which it interacts. [2,p.163] Here creativity and the learning capacity of an organization are called into question. Deutsch discriminates between infant learning and adult learning. Infant learning involves the recombination of large amounts of unrelated material structured, in part, from forces outside the learning environment. Adult learning involves a much lesser amount of recombination of new material. Infant learning is slower, but richer, in possibilities for recombination. Adult learning is more restricted by the limitations of the combinations of material as it is given.

> Three problems suggested by this view are finding some optimum range between infant-type and adult-type learning; or alternating between infant-type and adult-type learning at various stages within the same organization; and finally, of establishing a strategic criteria of interest for the selection of promising configurations from the large ensemble of infant-type learning for the purpose of developing the selected configurations more nearly adult type learning methods. [2,p.166]

The possibilities presented by the implications of Deutsch's statements are fascinating for the study of community development and rural sociology. From Deutsch's theoretical framework one can construct a model of community development that would utilize "learning capacity" of the

community for assembling new information in the form of external pressures as a prescribed goal, i.e., by setting the objective of improving the community's learning capability. In achieving this end, I foresee a more active role for the rural library. It can provide reference material which will assist community leaders and community activists in making decisions concerning problems related to the community. On the face of it this may seem like a rather mundane exercise and something which all libraries perform as a part of their normal lending or reference service. This is true. However, the importance of the role that the rural library may play as a de facto agent of community development and community change can not be underestimated and should be considered from a theoretical perspective. Deutsch's theoretical insight on the nature of information flow helps in clarifying this important role.

Deutsch postulates that it is possible to measure the ability of a particular organization or social and political structure to learn. Referred to as "deutero learning," this is a measure of the rate of improvement in an organization's performance when confronted with a succession of learning situations.

> Has the learning of the organization been creative, that is to say, has it increased its range of possible intake of information from the outside world and its ranges of possible inner recombinations? Or has the learning of the organization been merely viable, that is, neither adding nor detracting from the subsequent capacities of the organization for learning and self-steering? Or, finally, has the learning performance of the organization been pathological, that is, has the organization learned something that has reduced its subsequent capacity to learn, or its subsequent capacity to control its own behavior? [2, p. 169]

Again, the ramifications of Deutsch's theoretical insights for the process of community development and analysis, as well as the implications for rural libraries are interesting. The impact of events on rural communities and social structures in the form of information, for example, technological or economic transformation, can be examined in terms of the community's or social structure's ability to respond successfully to or assimilate this information. A role can be foreseen for the rural library as a mediating and educating agent in the lessening of

the shock potential of radical social, political, and economic transformations in rural communities through the development of information resources that can be utilized by the communities in evaluating the problems and opportunities emanating from such transformations.

Another potentially fruitful theoretical approach for the study of community development and analysis is the functionalist approach. An example of this approach is the work of Talcott Parsons. Parsons' work spans a period of close to thirty years. [3] A central theme of Parsons' work has been his analysis of the forces and factors which affect social integration. Principally these are seen as deriving from the institutionalization of the society's normative values of the social system. The principal assumptions and tenets of functionalism are relatively simple to grasp, namely, those elements of a social or communal structure which survive are those which make a positive contribution to the well-being of the community. [4]

For our purposes functional analysis can provide an interesting and potentially fruitful enterprise. The analysis of rural communities can go forward through an examination of their component substructures in terms of their contribution to the community's ability to cope with the problems confronting it. However, as Merton warns in his provocative and interesting exposition on functional theory, there are a number of intellectual or theoretical pitfalls which must be avoided when using the functional approach to community analysis. Specifically, a practice which might be functionally beneficial to a subunit of the community might be actually detrimental to the whole of the system. Such would be the case where the phenomenon of "increased family pride" would be seen as bringing about "increased solidarity of the community." As Merton indicates, however, this is not always the case. An increase in pride among individuals may often bring about disruptions in a small community. [4,p.27] One thinks of the classic Hatfield-McCoy feud or the Montague-Capulet feud in Romeo and Juliet.

The point of this example is to demonstrate that functional analysis, while it is a useful means for performing community analysis, is also a tricky business. It is difficult, sometimes, to be able to

determine the functional role of any subunit of a given community with any real certainty.

In respect to the prescriptive aspects of functional analysis as it pertains to the role of libraries in rural communities, much can be learned from a functional study of a community which would examine its information needs. A study of this sort would attempt to describe the manner in which the information needs of the community were processed, what agencies or channels performed this function, and the manner in which the library could function as an alternative or supplemental information source.

This paper has, by its nature, been selective rather than exhaustive. I have chosen three approaches in social theory represented by the works of several individual authors and examined them in light of their relative contribution to community analysis and development and the role that the rural library can play in this process. This examination has by no means been exhaustive. Rather, it is suggestive of possible directions for future research. Future studies should examine in a greater degree of depth each of these approaches, using case studies of individual rural library situations to examine the potential contributions discussed here. In this way one can begin to develop a theoretical and scientific approach to the study of the rural library and community development.

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# USER STUDIES: THE HUMAN CONNECTION AND THE RURAL SCENE

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By now, we in librarianship have a pretty good grasp on the measurement of physical things related to libraries and the frequency with which many of these things are taken from or used in our libraries. We also have been able to report on many of the characteristics of those persons who come to our libraries and to some extent describe what they are doing in the library, why they chose to come, and some of the problems they have faced in using materials, services, and facilities. In fact, we have available some very sophisticated techniques developed from user and library resource studies, such as the ones completed by DeProspo, which provide library decision makers with tremendously valuable data for more effective planning. [1]

These studies and research projects have been and continue to be essential ingredients in developing an intellectual foundation for librarianship and for helping librarians in making practical decisions concerning resource allocation. Many of the studies and developed techniques, however, are undertaken within the confines of the library itself and/or are dependent upon a person actually presenting himself and his needs to the system.

When we consider that public, school, and academic libraries attract only a fraction of the total population served by these libraries [2,p.490] it is apparent that we must be concerned equally with non-users in our attempts to plan library programs. Optimism forces the writers to refer to those who may be considered non-users as potential users.

The most studied of all library users and potential users are

persons who are served by specialized libraries in medical, business, industrial, and scientific institutions and agencies. Such specialized libraries exist not because of tradition or supposition, but because there is clearly demonstrated evidence that the materials and services provided result in some positive contribution to the mission of the agency or institution. Scholars and academicians appear to be the next most popular subjects with the general populace and students in elementary and secondary schools following.

If we give credence to the notion that libraries serve best those persons whose needs and wants are known, we can see the emerging correlation reflected in the statistics of users and non-users.

One of the most outstanding contributions to the defining, describing, and cataloging of information needs of people regardless of user and non-user status is contained within the proceedings of a conference sponsored by the National Commission on Libraries and Information Science (NCLIS). Practically every group in our society is represented by this document which provides libraries of all types with the most recent thinking and analysis by informed persons in the profession concerning survival and quality-of-life needs of the aged, the young, the institutionalized, and rural population, to name only a few. [3]

All of the techniques, research findings and cataloging of needs described and alluded to are useless, however, unless they are systematically applied to library programs by practitioners rather than by doctoral students, library educators and other researchers alone. There must be some local application and local determination as to which general characteristics exist in the local library's community.

There is some evidence scattered throughout the literature of librarianship which suggests there are many public, school, and academic libraries which have systematically developed programs of service based on careful analysis of user and non-user studies in communities served. However, both an examination of the literature and recent conversations with colleagues in the profession lead these writers to believe that this approach is indeed as scattered in practice as the review of the

literature indicates.

It is obvious that many people believe that if the librarian either is indigenous to a community or takes an active part in the activities of that community, then he or she will be able to assess and interpret user and non-user needs within the community without the bother of paper and number analysis. There is no doubt that the warmth and personableness of a librarian who cares for the people who live within a community will make a difference in that person's service to the community and, in turn, the response of the community to the library. We recognize, on the other hand, that in contemporary community management, whether it be in a small town or in a large city, empirical findings supported by frequent re-analysis do now and will continue to be the base on which resources are allocated to institutions in those communities.

User and non-user studies can play an extremely important role in this process. First, such studies provide a means by which the individual can communicate to the library a description of personally perceived needs. Second, the library can, through the same process, communicate to the individual what services might be available, thereby helping that person develop some new awareness of the library which would make him a more informed and expectant user of the library.

User and non-user studies also may provide the base on which to develop specific objectives for the "library within the context of local social and economic needs." [4,p.253] This, in turn, could be used in program development, evaluation, and the eventual communication of outputs to governing bodies for the purposes of accountability and requests for continued or increased funding.

There are a considerable number of institutions and agencies vying for the same tax dollars, and some research which has been completed concerning public library users contains indications that the libraries may be expensive icing on many community cakes. For example, in the studies analyzed by Zweizig and Dervin, between 10 and 24 percent of the adult population use the library once each month; between 51 and 64 percent use the library once a year. Less than 5 percent consider

the library as an important source for coping information -- survival and daily decision making information. [5,p.235-237]

It is possible that this lack of use and infrequent use may be a result of inaccessibility or unavailability. The National Inventory of Library Needs, 1975, contains evidence to support such a supposition.[4]

It may be argued that a lack of resources is reason enough for not completing user studies which require personnel time that is desperately needed in more direct user service. The corresponding argument must also be considered; in times of uncertain funding and resource scarcity, it is imperative that the rational allocation of previous commodities take place. If all areas and/or groups cannot be served fully, some priority must be established; thus we return to the need for local assessment and local control.

If the institutions we call libraries are to survive and flourish, we must reach more people, and those who operate them must be able to show governing bodies and fiscal officers what is being done, why, and how effectively. This is not the statement of a mercenary librarian looking over his shoulder at the disapproving stares of PPBS or MBO enthusiasts. If the library, or any other publicly supported institution, no longer has a valid purpose in society, it should no longer be kept as a part of our cooperatively funded investments. However, the writers believe that libraries have not yet attained their fullest service potential. Not only could libraries offer daily coping information, but they could also provide services which might be the basis for helping people realize their fullest potential. Human potential has almost become a meaningless expression through overuse during the past decade; but that is, in fact, what librarians must keep in mind: people and what they are capable of becoming as a result of contact with libraries and information services. This particular mind set, if developed in conjunction with user and potential user study and awareness actions, can help libraries become a keystone of community structure.

We must ask at this point, "So what else is new?" As Jesse Shera said during ALA Mid-Winter 1976, "What we are talking about today

we have been talking about since I was a young man." What we are saying and what the literature reflects is what we do continue to talk about, especially to each other within the profession. The point, however, is that today as in no other time, we have more of the tools needed to do more than talk. We must now encourage their use.

Implementing user and non-user studies is like kicking the smoking habit and taking up jogging. We have convincing evidence that the latter benefits the body and spirit of a person, and the former can benefit the body and spirit of an institution, not just the place, but the abstract concept of service. The problem with both is that we seem to have an unbelievable propensity to put things like this off until tomorrow; tomorrow when I am less tense or tomorrow when the library can afford the personnel.

Conferences such as the one for which this paper is intended; organizations, such as Rural America and the National Rural Center; the reality of the White House Conference and the local focus of its message and assessment; and the continuing education efforts of library educators all provide many opportunities for those in the profession. Through these activities librarians may be better able to learn about the needs of their communities, learn how to apply the various techniques and models for program development, and be encouraged to take action relating to the needs determined from research and their own data gathering.

## THE RURAL SCENE

When considering information needs of rural Americans, librarians are going to have to de-mythologize some characteristics of ruralness and they are going to have to rely less upon pious legends of library services past.

All rural Americans are not farmers or rail splitters who, after the chores are done each day, gather around a friendly fire's glow and read from some inspiring volume. In fact, the vast majority of rural Americans are not farmers, but even those who are, are more likely to stare at the TV each evening than read by the fire's glow.

Mythological notions of rural conditions and dated concepts of library service programs give way to more realistic understanding when the penalties of rural isolation are examined in the context of an appropriate role for information services in contemporary rural America. Fortunately, this has been laid out rather convincingly by rural geographers and sociologists who have studied rural conditions and by librarians who have studied information needs. Unfortunately, a number of serious problems intrude when concerned people and agencies begin to plan programs aimed at improving the quality of rural existence. The problem of addressing the information needs of rural Americans has so many dimensions: social, political, financial, educational and informational to name a few. In other words, the problem is difficult to define. It has such complicated systems properties. And understanding the problem is just the first step in dealing with it.

In order to determine what information needs exist, librarians have to know what it's like out there. Librarians must understand the rural conditions, understand the penalties of isolation, observe the information seeking behavior of rural people, and be observed in the process of gaining this understanding. This last point should be emphasized because those who study the information seeking behavior of rural people report that it is usually a much more person-oriented than institution-oriented process. Librarians are going to have to become identified as persons who have something to offer rural people. Through personal intervention, the librarians may identify their institutions as places which fit into the fabric of rural existence, provided this visibility is accompanied by demonstrations that libraries have something to offer.

The purpose here is not to conjure up dated pictures of rural folk as moonshiners who mistrust strangers and are more inclined to blow the heads off all professors, librarians and revenuers, rather than accept "book larnin'." The point is that somewhere between the two stereotypes, one with the still and the shotgun, the other with the evening fire glowing in anticipation of the next book-by-mail delivery, there exists a person whose rural condition produces a number of very

basic information needs which librarians might address through delivery and referral services, provided they are willing to re-examine some goals.

An examination of the facts is step one in this process. The rural condition has to be appreciated. What are some penalties of rural isolation? "In an organized society, the unorganized don't have a chance. Most small town and rural people are not organized. They have no one to dig out and publish the facts on their special needs and rural discrimination."

A Report on the Community Development Block Grant Program in Nonmetropolitan Areas advises that "after fall of 1979 all nonmetro funding will be discretionary." [7,p.7] The chief implication of this is that local governments will soon find themselves in competition for limited supplies of funds. How will rural libraries fare in the brave new world of zero base budgeting where programs are ranked in order of importance before funding is considered? How able is the rural grantsman to compete with his wealthier neighbor who hires consultants to assist him in his quest for aid?

What geographers and rural sociologists observe are rural conditions which have a direct bearing on the urban crisis. Indeed, they claim that the urban crisis will not be solved until the de-population of rural areas ceases. Out-migration is a function of declining opportunity, and job-seeking persons in their most economically productive years are the most likely out-migrants. When this produces situations which discourage industries from locating in those areas, the systems and cyclic features of the problem become visible. Charles P. Kovacik describes these kinds of problems in detail. [8]

Drennan and Shelby describe other penalties: "Remoteness isolates rural peoples from each other as well as from the 'mainstream.'" [3,p.171] In their report these researchers offer the best and most succinct statement of rural information needs yet produced. Moreover, reports of the Appalachian Adult Education Center clearly constitute the most exhaustive structuring of a theoretical framework for providing information services for disadvantaged adults. [9] It is not necessary for a new team of researchers to pretend that the wheel

awaits invention; what is necessary is for someone to produce a document which can communicate: (1) the need for support to funding agencies; (2) a reasonable action strategy to State Library Agencies, without whose support such efforts are doomed; and (3) a set of rational and understandable instructions to librarians who will implement a needs assessment survey at the local level and relate such findings to available local information sources, their own, or those of another agency.

Many librarians in rural service are not card carrying, born again holders of A.L.A. approved graduate degrees who converse in the codes which librarians and information scientists are fond of using. Any instrument placed in the hands of local librarians must communicate clear, do-able instructions, not in the jargon of librarianship, but in understandable, everyday language.

Again, the need is not for more studies. What is needed is the development of an action strategy that is sound enough to attract the support of federal and state authorities and that communicates a set of logical procedures to implementors. What may be the biggest obstacle to such an endeavor is our tendency as librarians to think almost exclusively of print media and traditional services.

For example, where books-by-mail programs are seen as ways to extend the library's services to the geographically remote, these programs may infrequently be evaluated to determine whether books are what the isolated people really want or need. Since we know so little about the effectiveness of book circulation to patrons who visit the libraries, it is difficult to describe how well books-by-mail help rural citizens deal with rural conditions.

The point is not to mock the fine intentions of books-by-mail advocates who clearly do engineer the extension of library service to the isolated who may not be able to travel to an existing library station. But the danger in investing most of one's outreach energies and resoures in such efforts is that the presupposition about books as the business of libraries may be re-enforced and that feedback is generated only about the books-by-mail and not about other potential library services. Even though there is no scarcity of comment regarding the

volume of books-by-mail business, [10] evaluations-success statements based upon numbers of transactions or even upon use by those who would not otherwise come to the library are suspect.

We also ignore Maslow's Theory which convincingly suggests that man's behavior is determined by stimuli which activate his need system, described as a hierarchy, which extends from physiological needs at the base to self-actualization needs at its top. [11,p.300-301] When will we learn that a man striving against formidable odds to feed and clothe himself, to be secure, to belong, to be liked and to be loved, and to be satisfying each of these needs before the next determines his behavior, must view the library as having something to offer him before he will address his needs to the library system? When librarians can free themselves from a fix on the book and can see their way clear to develop programs of information services that truly synchronize with and respond to the information seeking behavior and needs of rural people, then the library will have earned its place in rural society. Now more than ever, the designers of rural library services must weave those services into the fabric of rural existence.

A project currently under way (Project No. 475AH70172 , "Information Needs Assessment of Rural Groups for Library Programs," funded by the U.S. Department of Health, Education and Welfare, Office of Education) involves constructing a needs assessment instrument which local librarians can use in rural areas to:

1. Identify information needs;
2. Scan the array of agencies, groups or individuals with responsibilities to address those needs;
3. Consider a delivery and/or referral role for the library.

Most of the spadework for this effort has already been done. The intention here is to build upon the solid foundations constructed by George Eyster, Ann Hayes Drennan and their associates at the Appalachian Adult Education Center, Morehead State University. Fortunately, the U.S. Department of Health, Education and Welfare, Office of Education, which supported the Appalachian studies, sees the need to continue working on information delivery for rural people. After adequate field-testing and refinement, results of the project will be released by the authors.

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# WHO CONTROLS THE LIBRARY SYSTEM?

*Robert Case, Director*
*Lancaster County Library System*

"Controls" is a strong word - and subject to many interpretations; on any given day the control of a library system may be passed from the chairman of the county commissioners to my secretary or to the custodial staff or to the Pennsylvania Bell telephone repairman or to the President of the Board of Directors or to the Human Relations Commission or to the OCLC computer terminal or to the boiler inspector or to the IDS driver or to the computer programmer who failed to negotiate the payroll or to the state auditor who held up state aid checks or even to my dear wife who forgot to set the alarm.

What we need to talk about and discuss is a way to organize and support a library service program. Most of what I will have to say is based upon my own experiences in Lancaster County and what I have gleaned from others. Whether these concepts will work for you is a decision that will be made in cooperative study and investigation with other administrators and policy makers in your area. Hopefully, you will profit from mistakes and successful applications of others. I know the Bureau of Library Development will be most helpful in providing guidance and direction to you in your deliberations and plans to improve library service to rural residents.

And speaking of rural residents, I guess it's time to knock down some other straw houses. The definition in the Random House Unabridged Dictionary says "rural" is characteristic of the country, country life or people, rustic tranquility. Synonyms include unsophisticated and rough. Rustic in a derogatory sense means crude, boorish. In a favorable sense, rustic means a homelike ruggedness. Many people, of course, live in rural areas because they need to be near their particular nature of work. There are also many who live in rural areas because they choose to do so. All people who live in rural areas are not poor, dis-

advantaged or uneducated. In fact many may be super rich, highly advantaged and extremely well educated. This becomes a concern for those of us who administer library services to rural populations. And it becomes a great concern to County Commissioners who observe annually more and more people leaving urban areas to have the advantage of open spaces, trees, green fields and a piece of the environment they can control. But having lived in the city, they also want, expect and demand the same kinds of services -- city water, storm sewers, police and fire protection, good roads, snow plows, zoning and even quality library service.

Lancaster County is an interesting place to study some of these contrasts. Nationally and statewide most people see us as quaint, plain, Dutchy and Amish. We are that. We are also rural. The county is the highest producing agricultural county, not under glass or irrigation, in the United States. Forty percent of the farming is done by the plain Mennonites. Another forty percent of the farming is done by the Old Order Amish. Both groups make up a large portion of the rural residents the library serves. Yes, of course, the Amish read! They just don't drive cars! Their education up through the 8th grade probably gives them a reading level comparable to the national average. Amish read a great deal and they are very selective and conservative in what they read. Rural residents in Lancaster County are served by a bookmobile, reading centers, and seven independent libraries. Our county rural extension circulation for 1977 was 223,800 items -- nearly 1/3 the total circulation for the system.

But Lancaster County is more than lush farms producing agricultural products. The headquarters of Armstrong Cork has brought to the community some of the world's leading engineers, physicists, chemists, artists, industrial and interior designers, graphics personnel and planners. RCA Color Tube Division, Hamilton Watch, Pulsar, Schick, and Black and Decker have added additional complements of highly skilled engineers, technicians and designers. Three colleges, two seminaries, an opera house, symphony orchestra, theater groups, a national tourist

center, a major publishing and food packaging industry and a county seat full of lawyers, businessmen and industrialists have all added to the equation. The Spanish American population growth made the Black community the minority group until three years ago when 3,000 Vietnamese settled in the county.

Where do all these people live? Of the county's 320,000 inhabitants, only 60,000 live in the city of Lancaster. One hundred thousand live in suburban townships. The remaining number live in small boros or rural areas.

Disadvantaged? Hardly. Today a farm in Lancaster County sells for $5,000 to $7,000 an acre. Most 80 to 150 acre farms have a land value of one half to three quarters of a million dollars. Those quaint stone farm houses in the county complete with a brook sell for between $80,000 and $150,000. Would that I could be classed rural disadvantaged! But, of course, we do have rural poor and shanty towns back in the hollows and along the river. They, too, add to the population requiring library service.

Libraries don't just happen; rather, they emerge and evolve through a variety of good times and bad times. Founded on high ideals, many bloom and flower in spite of bitter winters of political governance and summer draughts of arid financial dehydration. Some die out completely; others spread a seed or revive their roots in a neighboring garden. Properly nurtured through a library system, many continue to grow.

Lancaster County is known as the Garden Spot of America. Unfortunately, its library growth had a weed patch beginning, similar I should imagine to most libraries in the commonwealth.

Libraries in Lancaster County began in 1759. The Library Company of Lancaster was the 4th oldest subscription library in the Commonwealth. Among its charter members were national patriots and signers of the Declaration of Independence, Edward Shippen, George Ross and Robert Fulton. Later Thaddeus Stevens,James Buchanan and Thomas Paine played a role. The first library was a noble venture with a collection of 700 books. Within three years it was faced with money problems. That

problem continues today. But at that time the board had an innovative idea. Why not rename the library after someone in the Penn family and encourage their support? And so in 1763 the Library was chartered as the Juliana Library Company in Lancaster, named after William Penn's daughter-in-law who was married to Thomas Penn. Juliana was flattered and from her home in London she sent some books. The Board of Directors was encouraged and commissioned Benjamin West, the famous portrait painter who was studying in London at the time, to paint Juliana's portrait to hang in the library. Juliana was flattered and sent some more books. But the money never came. The timing was bad too. For in 1776 the Declaration of Independence was signed and all relations with the Penns and Juliana were severed. No portrait. No money -- just a few books. If you're taking notes, be sure to write down the first rule in library success. Never name a library after someone and then expect to get the money. Get the money first.

During the Revolutionary War the library was closed and the books and philosophical instruments were packed away. It was reopened in 1784. But by then many of its founders and subscribing members had died or moved elsewhere and eventually most of the books, instruments and furnishings were sold to pay back rent.

In the early 1800's Lancaster became the center for the new builders, journeymen, traders and mechanics. Many young men came to Lancaster to study or learn a trade. By 1831 the Mechanics Society had been formed to provide a place for young men to meet. Included in the Mechanics Society Hall was a lecture room, lounge, and a recital hall. Also included was the Mechanics Society Library. The library flourished with relative success until 1898 when A. Herr Smith, a local congressman, left his home, library and portrait collection to the city for a library. The Mechanics Society Library was merged with the Smith collection. At long last the library in Lancaster had a permanent location. Most of the money for support came from donations, a small city allocation and contributions from the city schools.

In the 1920's county wide service was established as a separate entity of the library. Primarily the county service was supported by

contributions from county schools. An old truck delivered boxes of books to the schools. City residents were not permitted to use the books in the county collection. In 1937 a Miss Effie Detwilder gave money for the first bookmobile. The panel truck with drop down sides lasted for 14 years. In 1947 the County Commissioners agreed to provide $5,500 annually to provide free library service to county residents in areas where no local library existed.

By the 1950's the A. Herr Smith mansion no longer was large enough to house the collection. Orange crates stacked 4 high were used as book shelves in sharp contrast to the marble floors and pillars and walnut paneling. During the next three years much community activity focused on the need for a new library. The plans were drawn for a beautiful Georgian building. The Board went to the voters for money and the issue was turned down 2 to 1. In spite of the defeat there was a rallying point. Three estates had endowments earmarked for the building and a massive campaign for funds was initiated. The present building was begun in 1953 and was opened in 1955. The library is now chartered as the Lancaster Free Public Library and has an association Board. County wide service to rural residents was still maintained from a separate collection funded by a small county allocation and contributions from rural schools. Support for the main library came from the city, urban school districts and private contributions. It was barely enough to operate on, and during one especially lean period, the library had to reduce drastically in hours of operation. To make matters worse, the old bookmobile that Effie Detwilder gave 14 years back finally made it through one of the remaining covered bridges and collapsed in one of Pennsylvania's better pot holes. While the bookmobile is gone, the pot hole still remains and is skirted daily by the present bookmobile. Funds for the new bookmobile -- now over 20 years old -- came from service club contributions and through the sale of coat hangers collected at street corners! How this worked or how much money it brought in still remains a mystery to one, but some staff members still recall their experiences at the collection boxes. Today the bookmobile makes 54 stops throughout the

county on a once a month basis.

Meanwhile, out in the rural areas there existed 7 small communities attempting to maintain locally independent libraries. Governed by local boards of directors, most operated with spartan funding and many were staffed by volunteers. Only one of the libraries would be able to meet local library standards. Six of them were about to lose state aid.

In 1968 Lancaster library was named as a District Center Library. The district center boundaries are the same as the county boundaries. The decision of the state to name Lancaster as a District Center was instrumental in bringing about developments within the next few years that would have great significance. For the first time the Board of the Lancaster Free Public Library had a legal responsibility to lead, coordinate and provide guidance to the local independent libraries. Additional state aid as a District Center provided funding to strengthen library services county wide. Among some of the activities and services provided for the local libraries were: surveys of collections, weeding, regular consultant visits, in-service training of all kinds, development of a county wide circulation system, establishment of a daily delivery service, direct telephone reference and book selection guidance to name but a few.

After a long process a resolution was finally adopted by the County Commissioners in February 1969 which made the library the Lancaster County Library. The resolution gave the authority and designated the library to act as an agent of the county to provide library service to all residents and taxpayers in Lancaster County. A ten year plan was approved by the Board which would require increased contributions yearly from the county to assure that state aid would be continued due to local effort. The plan called for $50,000 increases yearly. Unfortunately there were several years where the expected increments were below the agreed amount. At the present time the library receives $350,000 from the County Commissioners.

When the library became a county library the County Commissioners agreed by law to assist in the maintenance of only one local library in

the municipality. This law passed in 1917 as PL1143 and amended in 1931 as PL127 embodies two basic principles of a public service agency:

a. Library service should be planned and provided in a systematic way primarily for the purpose of fulfilling the needs of the people.
b. Systematic planning and delivery of library service is feasible only when coordinated and administered by a single agency. Thereby the residents of various parts of a municipality will have reasonable assurance of equal treatment. Thereby the taxpayer may have assurance that his tax dollars will be used to develop the range of services wanted and needed.

In addition to the county library there are 7 smaller independent libraries in the county. A plan was developed to bring these libraries into the county library system. Participation in the system would enhance the small local library's ability to serve its residents. Smaller libraries which were in danger of losing state aid could continue to receive state aid if they were under contractual agreement with a system library. As a further enticement to bring the smaller libraries into the system the county library board approved a plan that would give the local libraries book credits equal to their state aid. Originally the plan was to give book credits that would double state aid, but local appropriations from the county did not permit this luxury. Finally, the county library would agree to order and process books at no charge for member libraries under contract to the system.

Five of the local libraries were quick to realize the advantage of joining the system. They continued to receive state aid, they receive book credits equal to state aid to allow them to add more new titles through book credits and all books were processed free of charge. As a member of the system, they did not have to meet pressures of local library standards.

A year ago a sixth library agreed to contract membership with the system. At the present time the 7th library remains locally independent. It does not meet standards nor does it receive state aid, and it is doubtful that it will ever join the system.

Local library boards object to participation in a system because

they believe they will lose their local autonomy. While I believe this not to be so -- and it certainly is not the case in Lancaster County -- the problem state-wide and nationally is very real. Local pride is a very important element in a small community. Once this autonomy is taken from the community through forced school consolidation, local groups become suspicious of all other agencies and attempts to gobble up local expressions of community efforts. The attitude toward merger, systems development, or consolidation may be real or imagined. But it must be understood and dealt with patiently.

Before some of the local libraries joined the system, they wanted direct representation on the county library board, though two members of the library board are appointed by the County Commissioners. In order to overcome this barrier, it was agreed that each system member library would appoint one member to serve a rotating term on the county board so that at any one time at least one of the libraries would be represented. The representative term was decided on the basis of when the library joined the system.

In 1976 a District Center Advisory Council was established by the county library board. A representative from each library in the district serves on the council whether the library is a member of the system or not. Council members drew lots to determine lengths of terms and elected a council chairperson. The chairperson serves as liaison from the council to the county library board, but has no vote.

The purpose of the Advisory Council is to plan cooperative system and district activities among libraries and to recommend to the county library board priorities for action. The council meets four times a year. Among some of its more recent studies and recommendations are: book selection policy, a staff manual, affirmative action plan, copyright policy statement, Governor's Conference program reports, plans for local speakouts, discussions on physical barriers to handicapped, and a review of contracted services for independent libraries. In many instances policies are developed by the county library board and reaffirmed by the council. The fact that the council meets only four times a year limits its advisory leadership role due to urgency of some

matters that need to be dealt with with expediency.

Now then, let's go back to the title of this paper, "Who Controls the System?" I said I wouldn't be able to answer that question, but at least together we can explore some aspects and make some observations.

First of all let's look at the responsibilities of the local library board. Each board, whether in a system or not, should realize that it has assumed the responsibility to provide or arrange for public library service for a group of people. I think we would have to believe that the board has the people's best interests at heart and would want to provide the best service and access to the greatest amount of materials possible. The board, through its policies, can limit that service or take steps to broaden it at every opportunity possible. One library board in the Lancaster District has exercised its control by denying its population access to a greater collection and wider array of services in the system. Likewise through its action it has exercised some control or restraint over the system itself even though it is not a member. Individuals in the county can not borrow books from that library directly. Further, this local library does not meet standards and does not receive state aid. The state aid it loses, or its local citizens lose, goes back to the state. The only way the system can get this state aid is to continue to encourage the local board to join the system or to develop and submit a special plan on how those funds could be used to benefit directly the people in that local area.

Frankly, I'd be concerned if I lived in that community and knew that through direct actions of the local board I was cut off from a greater access to materials from a larger system, that my tax dollars were not being spent wisely, and in fact my tax dollars weren't even wanted by the local library.

Perhaps if my anger were strong enough I could rally local citizens to a cause. But let's face reality. Most local library boards are association boards. Few are elected by popular vote and most are self-perpetuating boards. The old adage about fighting city hall may have little meaning here, for in many cases city hall isn't even represented on the library board. So much then for the control and influence

the non-member has over a library system. Let's look now at the system.

The library system as it is understood in Pennsylvania is primarily the county library system. These systems have been developed over the years in many ways and reflect the policy of the commonwealth to encourage the development of county library systems. There are three or four types of library systems:

1. A city library which has been named, or serves by agreement with the Board of County Commissioners, to provide library service to county residents. The board of directors or trustees of the city library serve as the county library board. While the law intends for appointees from the county commissioners to serve on the board, this may not always be so.
2. Counties in which the Board of County Commissioners has appointed a county library board to establish and implement a county library. This type was usually created over 20 years ago.
3. Counties in which there is a merged city-county library board. The County Commissioners appoint a county library board, but it usually functions in unison with a city or borough library board.
4. Counties in which a county library board has been appointed by the County Commissioners, but which does not actually run a library. The board serves as a coordinator of local libraries in the county, although generally doing very little coordinating. It receives county and state funds and distributes them to local libraries.

A report from the Bureau of Library Development in January 1977 reviews these types of system structures by saying:

> "The systems have one characteristic in common: The director of the county library strives to exercise little or no influence over the members. He/She does not feel the responsibility for the quality, quantity and scope of library service which the people in the various parts of the county receive. Those factors are left to each local library board to control. Consequently, the basic purpose of a system is almost never fulfilled in Pennsylvania Counties."

What this review is saying includes several things. First, the control of a system is still within the decisions of local library boards. Second, county library administrators and boards may be ineffective in fulfilling their responsibilities. Third, the state itself has not provided the leadership through standards, state aid, incentive programs and enforcement procedures to ensure more effective library

systems. Let's look at each of these briefly.

In the beginning local library boards may have had these characteristics. They were too large--or too small. They were self-perpetuating and they did not reflect a cross section of the community the library served. They were highly intelligent, but in library concerns were extremely uninformed. While some board members may have represented the highest business and industrial elements of the community, they rarely saw any transfer of management concepts to the library. They became nervous in making policy, rarely saw the need to explore new avenues of efficiency and did not recognize the dollar value of those they employed. Most waved banners of local pride and looked upon county, state and federal legislation as negative control elements. Highly conservative, they sought to avoid controversy and were satisfied with the status quo. It seemed that it was only when there was a danger in losing state aid or having to close their doors that they sought outside help. For many it was the realization of having the best of all possible worlds. The system these boards joined still provided local boards with the autonomy they so desired, but at the same time provided them with new programs, materials, services and funding. Most local boards have had to give little in return. In fact, a lot of pressure has been taken off their corporate shoulders. If management procedures, policies and decisions from the system are not to their liking they can still exercise local options not to approve them and if pressure from the system gets too heavy they can always exercise a decision not to renew the system contract.

Now let's look at the administrator and board of the county library system. I would have to disagree in part with the statement that the county system director strives to exercise little or no influence over system members. I believe they strive. But I would have to agree that in many ways they are unsuccessful. Perhaps they are guilty of moving too fast, though a ten year plan is hardly a leap for change. Most county system administrators have the highest professional ideals. They keep up with trends, get out of town to see what's going on elsewhere, they have learned an understanding of the political process, and hopefully

they strive to provide a leadership role for all library members in the system. In their continued defence I would say they may likewise have a low frustration level caused by a limited financial ability to allow a system to function, by apathy of a community or by restraints in the laws that limit the system's ability to perform. The characteristics of a system board may be similar to that of a local library with its same attitudes toward outside control. Increasingly the county library system board and administrators will have to reassess system goals and review the objectives to reach state goals. It may mean a reorganization of the system board, the development of more system advisory councils, or continued review of system contracts. The reassessment should include a variety of education programs to effect positive attitudes toward systems development on the part of local and system boards, county commissioners and local municipal authorities and the community at large. Furthermore, the members of the system should play a more active role in the decision-making process leading to system wide policies. Unfortunately for many systems, the system is viewed by its members as a way to save the little libraries. Instead of looking for new ways for the system to bail them out, they should explore ways where each library's contribution will strengthen a system to benefit everyone. Perhaps this is where the basic system philosophy has its most serious communications problems. Systems may not be too effective in enforcing their own standards for membership when pressure from the state or county political forces hold a firm grip on the purse strings.

Finally we come to the role of the state. Its efforts to encourage county library systems development recognizes the advantages of the county financial structure. Furthermore, the population of Pennsylvania counties is sufficient in most cases to justify maintenance of an efficient and effective library program. For the most part, legislation to encourage systems has been too flexible and permissive and provided not so much for reorganization as it did for recognition of prevailing and existing patterns. The many variables in types of county library system structure has made enforcement of

some standards difficult. The state, like so many in our nation, has never put its money where its mouth is. State funding for the bureau and on down to local libraries has never been consistent with reality. Action in recent months may prove beneficial in the years to come as a result of the goals and recommendations of the recent Governor's Conference on Libraries and Information Services and with new legislation that is either in a holding pattern or intended for the future. But in the interim, local libraries that cannot meet standards or even afford to exist as a library at all can join a system and continue their course. The state having created the mechanism for a system believes that the system itself will raise the level of the sub-standard library. The question is, will the state exercise its control over the system if it fails to comply? How will it choose to do this? Using what criteria? Will it act?

Controlling the library system might also be interpreted as managing the library system. Management infers in part some measure of accountability. It also must include such key components as structure, planning, policy making, communication and evaluation. I would also say that one manages something for growth with a future goal. We manage to build, not destroy.

County Commissioners should be concerned with these management concepts, for after all they should or do provide a large portion of the funding. Some commissioners will say the library board is too large, too self-perpetuating, and not representative of the total county. If this is so, and it may be in many areas, then the Commissioners should call for a reorganization. Instead of twenty or twenty-five board members, they may wish to have the board made up of one representative from each system member. They may wish also to appoint some members-at-large to ensure the board represents all levels and elements of the community.

However a board is organized, it should function as a system board. Its decisions should advance and strengthen the system, its member libraries, and result ultimately in better library service. To achieve this the system members must develop goals, communicate

these goals to members and then initiate procedures and implement action to bring system goals to realization.

Now we all know that when we start developing goals, we can really get fancy. At the outset they may be way beyond the understanding and financial grasp of the system or its members. Objectives that may lead to these goals should be many and varied which will allow system members to see immediate progress and benefits. Realization that a system has achieved five or six short term objectives gives encouragement to tackle some long range programs. Such objectives should be measurable and related to meeting or surpassing state standards. Some objectives may be obtained with little or no expenditures. Other objectives may be based on percentage growth over a period of years. It may be that contracts from a system will have to call for local member libraries to submit a plan to the system detailing how they will endeavor to meet some aspects in their operations that are deficient. Furthermore, if a member of a system cannot contribute its fair share, what role will the system board play in resolving these issues?

I suspect the key to all this lies in the hand of the chief administrator of the system. It would be an endless task for me to identify all the "Bartholomew Hats" the system director wears. But the most important of all would be the communication hat. To be informed and keep others informed is essential in the decision making process. And that is why the system or a library has hired a professional administrator in the first place. To plan, to assess, to recommend, to advise, to implement, to modify, these are among the management functions of the administrator. And if this is so, then, yes, perhaps the system director controls the system.

Probably most system administrators will throw up their hands and say, not me. It's the law. My hands are tied. Standards say do this, be that, have this, prove that. But systems work with more than state library standards. A fair portion of the system's budget, its time in developing policies and meeting deadlines for compliance of the law is related not to information needs of the users but rather regu-



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lations such as: Labor and Industry, ERISA, Civil Rights Act, Building Codes, EEOC, tax measures, L.S.C.A. guidelines, to name but a few.

One thing a system should not do is cast the State Library or Bureau of Library Development in the role of the "heavy." The leadership it exhibits as well as the wide variety of inservice and education programs it conducts has continually added to our professional growth. The standards it promotes and by law enforces were not dreamed up in a vacuum. Rather, they were developed in cooperation with all levels of librarianship. Subjected to hearings, added input from the field and refinement by the professionals, they are adopted by the state to be enforced. Without these documents, most system administrators would not have the clout to move librarianship forward. Without them, few systems would be developed. Without them or other state and federal regulations, few library boards or local funding agencies would take any action at all!

I said at the beginning that I didn't like the word controls. Rather than to say, "Who Controls the System?" we might have asked "Who Has the Responsibility to Ensure the Success of a System -- and at What Levels?" There are 16 separate definitions of the word "system" in Random House Unabridged Dictionary. Each definition includes key words such as unity, comprehensive plan, methods of procedure, orderly arrangement, assembly of facts, principles and doctrines, a structure of members. We all play a part in the library system. We can encourage it and promote it. We can discourage it or control it. We can also work to improve it for a better quality of library service. That's our responsibility.

# MAKING THE RURAL LIBRARY PART OF THE COMMUNITY

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## INTRODUCTION

"Making the rural library part of the community" would seem to be a logical, almost simplistic, topic. All we must do is bring the library and the community together. But what do we know about the community? Do we know how many people live in it; what their occupations are; what their interests are; where the community is located; what is its level of ruralism; what social organizations exist; what is its form of local government; and what are the ages of its residents? A great deal of information is required before the entire picture of the community can be seen.

What do we know about the library aspect of the statement? What kind of library; where is it to be placed; will it be permanent or mobile; will it function individually or as part of a system; and how will it be funded? Without a definition of the type of service to be offered, it is difficult to decide how to incorporate the library and the community.

The purpose of this discussion is to provide a practical methodology to analyze various types of situations and to invoke decision-making procedures that will result in a positive correlation between the rural library and the rural community.

## WHERE TO BEGIN

Any decision-making process must have a strong rational basis. Adequate information must be gathered before any decision can be made. The following areas of concentration, when fully investigated, will provide substantial material upon which to base a decision concerning the nature of the community and thereby laying the foundation for a

strong structure between the rural library and its community:

1. A total geographic picture of the community.
2. The governmental structure of the community.
3. Population and age distribution of the community.
4. Socio-economic conditions of the community.
5. Future developmental potentials of the community.
6. Social associations and organizations of the community.

Regardless of the level from which the decision is to be made, local, county or region, an awareness of the overall geographic picture is essential. You must know where the area is located, what areas border it, where it is in relation to urban areas, what portion of the state it occupies, and whether its land mass is mountainous or flat. If it is an agricultural area, what are its major products? Is it a mining community? If so, is the industry flourishing or declining? What are its major waterways and all other natural factors that affect the quality of life of its residents? The main objective is to create an overview of the community in light of its natural location and to assess the possible assets and/or liabilities of that location.

The local government structure is of prime importance. Governmental structures control the collection and distribution of public funds. They not only have control over local tax expenditure, but also over the spending of federal monies. Many federal programs may include spending for library service; however, without knowledge of the priorities set by the local agency, inclusion of libraries may become an impossibility. Know the workings of your local municipality. In dealing with rural areas in Pennsylvania, four forms of local government are most prevalent: (1) Borough, (2) Township, (3) County, and (4) School District.

Depending on the area, you will have at least two overlaps of authority. More than likely, you will have three forms of local government levying taxes on the residents of the area you intend to serve. Cooperation will most readily come from the level of local government which initiates or responds to interest in library service. A group from a local township will probably have a greater impact on their township officials than on county government and will gain their greatest support at the township level.

The strongest form of government should also be noted. With the multiple authority situation, it is important to know what governmental taxing body has the greatest impact on the life style of the community. Discern which governmental agency has the greatest potential to support and promote the elements of good library service and approach that municipality for support.

Currently in Pennsylvania's rural areas, the school district is very strong. Areas with a township government may be paying as little as 5.5 mills of tax to the township and as much as 106 mills to the school district. Although substantial amounts are spent on public education yearly, in comparison, relatively small amounts are spent on public library service. Many school boards are reluctant to finance public libraries because they feel it is not a proper function of their municipality. Local governments want the school district or county to support the service. Similarly, the county often feels it is the function of local government. Consequently, the taxpayer's desires are volleyed from governmental form to governmental form. No one municipality wants to be the one to levy the tax.

After taking an honest, but optimistic, look at local government involvement in rural library service, the next logical step would be to locate the population to be served. The potential service population may be grouped in one area, in several related or unrelated areas, or widely scattered areas. If the residents are clustered, what seems to be the main reason for the relationship? Is it strictly housing? If there are businesses, are they the center of the community, as in the Main Street connotation of a small village? Are the stores an after thought, such as, a small shopping center added to a housing development? If the area is a series of related housing groups, what binds them together -- similar age groups, occupations, or perhaps nationality? In the same respect, if they are unrelated, what causes their alienation from one another? If the population is widely scattered, what is the distance between each unit and what type of terrain is prevalent in the area? Often a positive correlation exists between population distribution and the natural geography of the area.

Population distribution is also related to the socio-economic conditions of the area. Will the potential patron feel that the library is a luxury or a necessity? It is important to understand the factors that contribute to the creation of the various socio-economic areas of the community. Why is the area currently in an economic slump? Does it have potential to come back or the ability to change? Will that change be positive or negative? Analysis of all economic groups will be most helpful in deciding the format of service within the community, not only for the present but also the future. Where is the area going and is your organization able to keep pace?

In order to keep abreast of potential future development in the area, it is important to be aware of the programs proposed by the local, county and/or regional planning agencies. Is there a shopping center in the works for your now unclustered agricultural population? When will it be completed? What additional industrial plans are in the future? What about new housing development? How about another Pennsylvania Volkswagen plant? What about general population migrations? Where will we be in the year 2000? Do we care what the area will be like in twenty or thirty years? Or better yet, should we care what it will be like in decades to come? Sound long range planning certainly goes beyond a two or three year projection. Many programs take a year or two to plan and equally as much time to implement. If the library is going to be a viable, active part of the community, it must be involved in the projection and movements that are forthcoming and change with the needs of the community.

Social associations in the area will be very helpful in understanding the community. Perhaps social organizations are the only community-oriented relationships that exist in the area. Strong agricultural areas have Granges, County Fairs and 4H Clubs. Shopping areas hold a lesser importance to those who reside in a housing development. Social organizations will be their means for establishing community relationships.

Similarly, mining areas will have Miners Associations, Miners Unions, or a branch of the Moose. Other small rural communities may

have a Lions Club, a branch of the Elks, a Woman's Club, a Garden Club, or an American Legion Post. Often the type of social organizations in an area is directly related to the area's local industry or to the community's level of ruralism.

Education and religion occupy a large part of many residents' lives. Do not neglect the potential of using the local PTO or church related organizations to find out about the community. Parents may not envision library service for themselves, but they may well view it as a necessity for their children.

Knowledge of what is needed can be made available through communication with the various social groups of the community. Finding out how the community functions is vital to the successful publicizing of library programming and social groups can give you at least a good part of the story. Of equal importance is their potential for disseminating information back into the community. They can also provide an excellent network of verbal and financial support.

The information acquired from researching these topics will provide a substantial base upon which current and developing library service can be built. In addition, they will clearly define the rural situation of the area, giving you insight into the current level of ruralism in the community and future development potentials. This will enable the library to bend and mold with whatever new demands may occur.

Remember that no substitute exists for good planning. Do not cheat yourself and your organization by inadequately surveying the area you now serve or the area you intend to serve. In addition, keep a clear mind in establishing the relationship between the organization offering the service and those to be served by that organization. Even the best plans can be ineffectual if they do not fulfill the wants and needs of those to be served. Listen to what people want, and perhaps in time, they may accept what you think they should have. Communication is essential in defining the population's needs and in disseminating the information to satisfy those needs.

## LIBRARY SERVICE

After exploring each of the previous points, a reasonable idea of the composition of the community to be served should now exist. All that must be done is to satisfy the needs of the community by providing a unit of library service. That may not seem too difficult. Or does it? Before the library and the community can be united, there are a few questions that must be asked, and answered, concerning the method used to provide library service for the community:

1. What type of library service will be offered?
2. How will the service be financed?
3. Does the service have the flexibility to sustain change?

Once these questions are answered, steps can be taken to incorporate the library into the community. Both sides must understand the reasons for the relationship, as well as the intended results. They must be working toward the same end with cooperation and complete comprehension.

Now that the needs of the community have been ascertained, what type of library service shall be employed? Shall we try a small local library, a mobile unit, or perhaps a reading station? The decision as to format of service will depend on a number of factors. First, the permanency of the unit can be decided. An extremely sparsely populated area, with intermittent clustering, could benefit from mobile service. However, that decision may be based on the assumption that another already established unit is going to extend its services to the rural residents of the area.

This brings up the second factor. Is the service to be initiated one which must function alone, or one which will be a part of a larger system? The answer to this, of course, depends upon each individual instance. Whatever is the most feasible approach for your situation must prevail. It is important for libraries to be aware of an impossible situation and try to leave room for flexibility and development when designing the service.

Another factor to consider is whether or not the population to be served has had previous access to library service, and what was the

quality of that service. With strict enforcement of service and boundaries, in accordance with Minimum Standard for Local Libraries, many areas that once had access to adequate free library service now find that they must pay. Their expectations of what library service should be might be higher than the user who has never used a public library and has little idea what a library may have to offer him/her. The service they will seek for themselves, whether it is from an installation they establish or through one established for them, will be greater than the previous non-user. The design must be ready to reflect their expectations or run the risk of failure.

Even in theoretical planning, it is impractical, and somewhat irresponsible, to neglect financing. Getting the dollars to provide the service often levels Buckingham Palace to a basic thatched hut.

Although a project must begin with a modest budget, it does not have to be committed to continual poverty. Quite to the contrary, if the facility truly becomes a part of the community, whether that community is urban or rural, poverty need not be the library's future fate. The good fairy is not going to zap instant financing. The library is going to work for it, but with community support the boundaries are limitless.

It is most important from the beginning of the design to be realistic about library funding. Libraries are a public function and should be treated like any other public agency and should be required to offer service with the same zeal as any other public agency. This means equal payment for equal service. Has the plan endeavored to serve all facets of the population? Libraries are unique. They have the potential to serve people from pre-natal to golden age. What other public agency has the same potential? Let's make sure we use that potential to its maximum. Libraries have something for everybody; now all we have to do is coordinate the materials with the people. Are libraries ready to face the responsibility of true public funding? Are governments ready to acknowledge their responsibility to libraries? Perhaps, with better community/library communication it will become a reality.

Any project must have a built-in capacity for change, as must those who administer the project. As the service community changes, the library must be ready and willing to move with its patrons. After all, the purpose of a public agency is to serve the wants and needs of its users. If those desires are not satisfied, the users may turn to other sources, and the agency ceases to justify its existence. What happens to the library that is no longer useful to its community? If it were a business, the competition would probably bankrupt it; but as a library, it might continue ineffectually, penalizing the library and the people it is to serve. The cloistered existence has no place in twentieth century public library service. As a public agent, libraries are vying for scarce tax dollars; the service results must be adequate to warrant their expenditure.

Having amassed the information concerning the basic make-up of the service area, and having discussed realistic service possibilities with local officials and residents, it is now time to develop the actual service. Once the method of service is decided, involving the total community comes into play. The already existing rural library can also benefit from investigating its community and discussing with its officials and residents many of the same ideas as the developing library. Just because an institution exists does not mean that it is set for the rest of its lifetime. Constant reassessment is essential to being a viable part of your community.

It is now time to explore techniques to make the library a constant, but changing part of the community. Many of the following suggestions may seem extremely logical; however, overlooking them could be disastrous to the advancement of the library. Such results could not only penalize the library, but more seriously, it could penalize the public served by the library.

## BRINGING THE LIBRARY AND THE COMMUNITY TOGETHER

Having decided that the prime goal of the library is to serve the total community, all that remains is to unite the two in a joint effort. What results are to be expected from the jointure? In each

instance the object is to gain:

1. A means for giving and acquiring knowledge.
2. A means for acquiring funding.
3. Both.

If the main thrust of the association is to give and take information, a logical check list for acquisition and dissemination can be developed. First to be decided is who is to be informed. Those to be informed are:

1. Municipal officers.
2. Social groups.
3. General populace.
4. Staff of library.

Informing the above groups should cover all facets of the community. Each group should have a complete understanding of what services are to be offered and what input they can offer to the expansion or modification of those services. The library should function as the interpreter of the desires of its service community. The worth of that library will be judged by its ability to satisfy the needs of the community.

The method of transmitting the information would be the next logical consideration. Information should be disseminated through:

1. Written communications and visits to the various groups.
2. Posters placed in shopping centers and other high traffic areas.
3. Leaflets distributed by a general mailing or through such organizations as the Welcome Wagon.
4. Appearances on the local radio and television programs.
5. Newspaper articles and related activities.
6. Questionnaires to survey area needs.
7. Programming for the residents of the area.

The idea is to communicate. Let people know what you are doing. Include not just the currently interested patrons, but also the non-users. The organization must be pulsating enough to catch the interest of an increased portion of the population. Stagnation is an unhealthy situation.

Programming is a particularly effective technique to enhance library use. Even in the most rural communities, a hall or church basement is available for programming. Pick films that apply to the

group you are trying to reach. "The plight of the urban community" is hardly a topic for the local grange. In the same respect, "the problems of small eggs in the Rhode Island Reds" is not going to appeal to a suburbanite woman's club. Keep the topic pertinent. The second consideration is community involvement as a means of funding. This means seeking funds through various individuals and groups as a method of support to increase governmental funding.

Social, civic and religious groups can be beneficial in providing funds for the library. An effective method of fund raising is to develop a program and launch it yearly. The object is to make it a function of the community. The program should be dynamic enough and appealing enough to withstand time. It should be a function that the community enjoys and is willing to participate in on a yearly basis.

An example of a well structured community oriented program is the one conducted annually by the Norwin Public Library. The program is termed a "Read-a-Thon" and was conceived by past Board President, Bernard Roth. It functions similarly to the bike and walk-a-thons. A child enlists sponsors to pledge a certain amount for each book he or she reads. Prizes are provided for the top readers. The program is geared toward the younger readers, and introduction has been done through a puppet show performed in the various schools within the library service area. The library service population is 34,000+, and the project usually nets between $1,000 and $2,000 per year. The local PTA's have taken a particular interest in the project because it encourages children to improve their reading habits.

The "Read-a-Thon" is certainly a very worthwhile program, but is the net amount adequate to finance a library? Organization fund raisers should be supplemental to sound, consistent governmental funding. The strongest point to the program is that it encourages use of the library. The children who participate have parents who can see the benefits that come from improved reading habits. The program procedures involve citizens at all levels. Fund raisers by organizations are excellent for supplemental funding. The real asset of the community is its support. That support can be invaluable in acquiring govern-

mental funding.

A public agency should receive public funds. Public libraries are public agencies and not charitable institutions. Why are libraries not receiving adequate public funds? Does the library understand the funding priorities of its local municipality? Does the library committee communicate with its local government?

In order for the library to become truly a part of the community, it must not only attempt to inform the community, but the library must be equally informed concerning the activities of the community. This information includes developing a rapport with its local government. Know where your officials are spending Community Development Act funds, anti-recession funds, Revenue Sharing funds and all other income revenue. Find out what the municipality's long range goals are and where your organization fits into the design. Do not be afraid to be heard. You are a public agent. You do deserve public funds.

## CASE STUDIES

Since a formula does not exist for organizing the library and the community, it would be helpful to study actual applications of the aforementioned theories. Therefore, two different instances of rural library development will be presented. Through these examples it will become evident that each situation is different, and it will be up to the library administration to choose those principles that fit their situation. Even though the theories are in relation to rural areas, many find appropriate applicability to any form of library. It is not just the rural library that should be part of its community. All libraries should endeavor to be a part of the community they serve. Communicating is the only way to successfully become a part of that community.

### *Case I*

Case I deals with a township that is essentially a suburb of several different municipalities. It has no one central district, although it does have rather large shopping malls. By population it is the largest municipality in the county. Until a few years ago the

residents were permitted to use three state-aid libraries freely. With the strict enforcement of the service area requirement, the libraries were no longer permitted to serve freely the township residents.

The citizens were accustomed to adequate library service, and they enjoyed it freely. They began to pressure the local municipalities, township and the school district, into again providing the community with good library service. Simultaneously, the county government provided funds for the purpose of developing public library service in the unserved areas of the county.

Local government officials inevitably ask, "Why can't we use the school libraries?" Rather than spend numerous hours debating the pros and cons, a demonstration exercise was conducted. The senior high school library, which is most centrally located, was open to the public three nights a week from 6 to 9 p.m. and on Saturday from 9 to 5. Professional librarians were to operate the library, and the school district and township would split the cost of the salaries.

The project was operated from September to December. Use patterns were slow in September but began to increase in later months. The overriding factor was that the collection could not satisfy the needs of the public users. After all, the high school collection was designed to satisfy a community of students involved in a curriculum of learning. Obviously, the collection and service offered are designed to support the educational system and not the needs of the general public. Therefore, the use of the school library resulted in a failure. However, it did adequately answer the question of using the school libraries in lieu of a public library.

Perhaps the logical solution would have been to contract from the already existing state-aid libraries, but the municipal officers and the local residents were not interested in this solution. They preferred to have an institution that was theirs and not someone else's.

After several months of planning, a group of interested citizens developed a concept of a quadrant system of library installation. The initial step would be placement of one unit in the western quadrant of the township. Application was made to the county for funds under its

special development project, and matching amounts were provided by the school district and township in meeting the application requirements. It is important to note the communication level that exists between the library supporters and the local municipalities. Each is communicating wants, needs, and possible solutions.

After the installation was operable, communications continued. In response to a desire on the township's part that the library make use of other sources of external funding, the library formulated a project to submit to the Office of Manpower. The main thrust of the project was to employ people whose function would be to survey the other quadrants and ascertain their wants and needs and to develop programs that would satisfy their desires and enhance the development of library service in the other areas of the township.

The project served a number of purposes. First, it has become an excellent mechanism to correlate the community and library by demonstrating to all residents of the township that the library truly desires to provide them with service. Secondly, the library board has indicated to the municipal officers that the library is willing to work within the realm of public funding. This impression was so great that the township added 14% beyond the library's request for funding. Finally, it has enabled the library to participate in the state-aid program, thus opening the door for possible LSCA grant applications. Communication is exceedingly beneficial!

*Case 2*

Case II involved a varied cross section of rural areas that range from totally unrelated rural groups to small close knit boroughs. The total number of municipalities to be involved in the project was twenty-four. Planning for each municipality seemed ominous, so the county agency took the responsibility of introducing library services into these areas.

A demonstration model was operated by the county for a year and a half to explore the needs and interests of each community. The unit was semi-mobile and spent three week periods in each community. After

experiencing this unit, many of the initially negative communities were extremely favorable and supportive when informed of the impending bi-weekly mobile service.

Due to the vast area to be served and limited financing, a mobile unit system using strictly paperback materials was designed. Although the county was sponsoring the service, it was felt that in order to be equitable with other county libraries, local monies would be sought. The design was ultimately to be a joint venture between the county and the local area.

Verbal and written contact was made with each municipality. A list of all social organizations was compiled, followed by written and verbal communication. Surveys were made of the population to indicate interest.

Posters were designed alerting the population to the forthcoming service and placed in the centers of traffic flow in the various areas. In addition, leaflets were produced announcing the coming of the unit and generally distributed.

Scheduling was done in coordination with local officials and various community representatives. Each area had one or two contact persons to assist in the discussions and dissemination of information.

Articles were placed in newspapers that serve the communities to be informed. General articles concerning the county organization also included publicity for the new mobile project. Limited use of radio time was employed. Further usage of the radio and television mediums is definitely planned. Communicating with the population is an ongoing process. Do not fall into such traps as: it was done once, that is enough; or, our study ten years ago indicated these needs. Be contemporary in your thinking.

Even though many of the areas do not have community centers, they do have fire halls, grange buildings, and church rooms. Various children's programs have been conducted on the unit. Future adult and children's programs are planned utilizing the aforementioned locations.

Currently the county library and the county community college are working on a project to teach various continuing education courses in

the rural areas of the county. Questionnaires are being circulated to ascertain the desires of the people in these areas.

Also, because of the rural aspects of these communities, there is a literacy problem. The bookmobile, in cooperation with the local literacy council, is being stocked with high interest-low vocabulary materials for use by the population.

The bookmobile staff is considering offering craft classes to children and adults which can also be held in the various firehalls and church rooms of the rural areas. Programming does not have to suffer because the mode of service happens to be mobile.

Detailed in-house orientation for the staff is also performed. Each staff member is taught to provide the maximum service possible. Knowledge of inter-library loan and film loan is keen and strongly stressed. By virtue of the laws of Pennsylvania, patrons are not limited to the extent of the county's collection. Dissatisfied patrons are unacceptable. What they need must exist somewhere. The patron is entitled to quality service.

## CONCLUSION

The rational method of correlating the library and the community is through a series of decisions based on logically assembled knowledge concerning the community and the desires of its residents. Regardless of similarities, no two situations are alike. It is best to approach each new encounter with a fresh approach. Unfortunately, no precise formula exists that can guarantee a positive result. The number of variables is too great. What succeeded once, when tried again, might fail. If a sound base exists for each decision, any revision can more easily be made.

Be ready to make revisions at all times. A revision does not mean that the decision which was made was incorrect. Each decision is a series of new decisions, and it is essential to be ready to make those decisions. Logically, the community is not going to remain stagnant. Even if the population in the community remains the same, the mere passage of time will influence current attitudes and life styles.

Nothing ever remains totally the same. If the library is to occupy the important part of community life that it should, it must be ready to respond to the ever-changing desires of that community.

Libraries want the community to understand their problems and needs. In the same respect, the libraries should also be aware of the problems and needs of the community. Libraries are not celestial objects. They are part of the real world and must react accordingly. Being a true part of the community is a give and take situation.

This discussion does not give a blueprint for aligning the community and the library. What it does provide is a series of logical procedures, some of which may apply to your situation and some which may not. You, as the administrator, must pick and choose those items that will facilitate your individual circumstances. Administration is not a pure science.

cope with a rapidly changing world. They may be individuals with an avid interest in how to do it projects, such as car repair or simple building projects; or crafts, such as quilting or needlework; or people who are armchair travelers and enjoy film presentations on other countries and cultures.

Schools are exploring and developing ways for their students to be better equipped to be lifelong learners through programs such as Project 81. This is a process involving the community and the school which hopefully will ensure that all public school students who receive diplomas will be competent to begin handling the demands of adult life in their communities. The real test of Project 81 will be in its conclusion, if the students have acquired the competencies and become lifelong learners. Project 81 is one aspect of an educational program that nation-wide is placing more emphasis on preschool and early childhood education and on community education to develop and increase interaction between school and community, and attempt to coordinate interaction of community resources as just part of its total thrust.

According to a recent study, four out of every five American adults plan and carry out one or more independent learning projects each year. [1] Most of these projects are self-initiated and very individualistic.

## WHY DO THEY STUDY?

The Ontario Institute for Studies in Education surveyed sixty-six adults and found that their independent learning projects fell into six broad categories: preparation for an occupation and then keeping up; learning specific tasks and problems on the job; learning for home and personal responsibilities; improving some broad areas of competence; learning for interest or leisure; and exploring a subject out of curiosity. [2] No one spent less than 13 hours on a learning project. Print, non-print and human resources were identified as those used most by the independent learners, and librarians were recognized as one often-used human resource in planning a program of study. From

this we can conclude that independent learners are pursuing many varieties of subjects and that their study often takes place outside of the formal school and academic community, utilizing resources usually available from public libraries.

Eleanor Smith, a former HEW regional program officer for libraries, presented an overview of the topic to Pennsylvania District Library Center administrators and consultant librarians in March 1978. She cited a pamphlet issued by HEW entitled "Lifelong Learning in the Nation's Third Century" that compares lifelong learning to walking which begins in infancy, develops to a high degree throughout youth and just when it has been thoroughly mastered the individual begins to grow old and has to slow down.[3] In both walking and in learning, clear routes have to be marked, and if barriers exist, they must be removed so that speed and skill will no longer be hampered.

## WHAT ARE THESE OBSTACLES TO LEARNING?

They may be institutional, personal and social. Whether adults are enrolled in formal programs or pursuing independent programs, they are usually short changed in regard to counseling and are apt to encounter institutional indifference to their requirements for parking, transportation, food services, health care and access to bookstores and to libraries. (How many school libraries are open or even provide materials to their school's adult education program? How many public librarians know what is being offered in the way of adult education in their communities?) Personal barriers to adult learning may include lack of money, lack of education, lack of access to resources other than a school, particularly in rural areas, and lack of motivation. [3] Social barriers to adult learning are usually the informal kind represented by society's attitude to adult participation in learning programs. A greater barrier is the lack of legislative support for programs that provide for adult learning, again a consequence of societal indifference or a lack of leadership on the part of the profession.

## WHO ARE THE PROVIDERS OF ADULT LEARNING?

Again the NEW publication lists them in the order of greatest users. [3] 1. Mass Media; 2. Employers and Work Settings; 3. Proprietary Schools; 4. Higher Education; 5. Cooperative and Extension Services; 6. Public Schools; and 7. Other Agencies. (Mentioned among these "other" agencies are libraries.)

Libraries are only given passing mention, perhaps justifiably, or perhaps because the formal adult educators want to keep us from invading their turf. Given the proper methods of operation and accessibility however, the library has the potential to use its resources to be one of the major providers of adult learning, whether formal or independent and whether alone or in cooperation with other agencies. It is the library that has the capacity "to expand communication skills, develop flexibility to change, improve human relationships, facilitate participation in society and assist personal growth." [3] This should be the aim of all providers of adult learning.

## HOW THEN CAN RURAL LIBRARIES MEET THEIR RESPONSIBILITIES TO THE LIFELONG LEARNER?

They might continue to view their mission as the conservative and traditional one of providing basic services through having available selective materials that meet the individual's request for information. Access to more in-depth materials would then be provided through resource centers such as schools and community colleges in close proximity, county library headquarters and district library centers.

Hopefully some rural libraries will view their mission as more liberal and provide a collaborative approach to independent learning programs. Such collaboration (1) would require a conscious preparation of staff with information and skills to carry out the library's collaborative work, (2) would make the public library a source of information on independent-study opportunities throughout

the community and a first point of contact for its users, (3) would refer interested adults to a school or academic institution for counseling, (4) would involve stocking the library with materials recommended for use in the independent-study programs (books, programmed texts, tapes, learning packages), and (5) would require the use of the library's information network and inter-library loan system for special explorations developed by students in the course of their study. In short, the collaborative approach represents the public library's commitment to a specific program of service to independent study as an equal partner with the school or academic institution but with a distinctive role. [2]

An even more liberal approach would be for the rural library to establish an independent community learning center, providing staff and materials to stock the center and guide the independent learner in a one to one or group situation. It may well be that the above approaches can be phases or steps in the library's developing program in support of independent learning. They all require commitment on the part of libraries to the provision of and access to materials and staff beyond that presently offered by most rural libraries. This means that the responsibility for planning, implementing and securing funds for support rests with the personnel and trustees of the library and to the community at large.

## WHAT PROGRAMS OF THIS TYPE ARE PRESENTLY BEING PROVIDED BY LIBRARIES?

Many of you may have read Michael Kelly's recent article in the PLA Bulletin of March 1977 in which he describes programs in Pennsylvania. [4]

Lifelong learning centers or educational brokerages as they are referred to by the Pennsylvania Department of Education have been established at the Reading Public Library and the Free Library of Philadelphia. Their primary functions are career counseling and education referral to programs ranging from adult basic education to post secondary degree programs, including such nontraditional offerings

as the external degree. The Reader Development program of the Free Library provides high interest, low vocabulary materials to complement this program. The Schlow Library in State College and the Adult Education Division of Pennsylvania State University are planning in collaboration for the establishment of a learning center in the public library. The Carnegie Library of Pittsburgh has established an educational information center at the main library in Oakland and in cooperation with Allegheny County officials has established information centers on county government staffed by volunteer senior citizens at some of their branches. More of the educational information centers are planned for areas in Pennsylvania. Joseph Bard of the Pennsylvania Department of Education has the responsibility for the development of these centers.

Librarians, trained as learner's advisors under a program developed at the College Entrance Examination Board, help individuals sharpen their educational goals, plan study projects, find resources, and evaluate their own learning. Outgrowths of this program can now be found in at least 15 library systems across the country.

Kenneth Fischer in an article entitled "National Resources for Learning" describes some of the resources which are presently available. [5] He cites legislation and individuals that would be helpful to contact to learn more about on-going programs and funding sources.

There are many more programs that are being planned and tried throughout the country. Much remains to be done in rural areas however.

## WHAT ARE SOME POSSIBLE WAYS THAT THE RURAL LIBRARY CAN BEGIN TO PROVIDE PROGRAMS OF SERVICE FOR LIFELONG LEARNERS?

They can begin by talking and planning together with other public libraries in their county and with school and academic libraries in their communities to provide some basic materials and referral services to their patrons. The rural library, unless liberally endowed (and there are few of these around any more), must of necessity develop its program in cooperation with other libraries and other community

agencies. Those located in community centers are particularly well situated to begin a modest program.

A community resource file already mentioned along with an information file on educational opportunities available through school and vocational adult education programs, academic institutions and through community agencies such as the extension service can be a modest but valuable beginning. Providing a minimum level program is not necessarily in conflict with good service. Reading guidance can be provided by prepackaged reading study guides and the school system might provide some of these. A good referral service from the library to a school or academic institution for counseling may provide the adult learner with some needed guidance. Informal assistance in the use of library resources and effective promotion and use of inter-library loan are on-going services in most libraries and can always be improved and promoted to serve better the adult learner. Knowledge of and referral to other agencies for assistance, such as the district library center and the school intermediate unit, are again services that are usually provided by most libraries.

Most rural libraries can provide some kind of programming for adults. Again this might be in cooperation with another agency. Programs on topics such as coping with metric might be in a series sponsored by the library, given by a faculty member from a local school or community college and backed up with resources from both agencies.

Film programs and discussions are tried and true but are a form of lifelong learning. District library centers can provide a host of suggested topics and help with setting up such programs.

A more elaborate program in cooperation with another institution might involve the provision of trained staff to provide reading guidance and academic counseling, group seminars or workshops on library and study skills as well as topics of mutual learner interest.

Even the smallest public library can do some if not all of the above. But what is critical to accomplishing this or any program of service is knowledgeable personnel.

This leads into another aspect, i.e., the need for continuing education opportunities for rural library personnel and their policy makers, for without training programs, lifelong learning would be difficult to implement in any format.

WHAT IS CONTINUING EDUCATION?

There are many definitions but for our purposes it is the process of learning beyond the entry level position in libraries whether as a library clerk, a reference librarian, the bookkeeper or the trustee who comes new to the board.

WHAT DOES CONTINUING EDUCATION INCLUDE?

Organized activities such as formal courses, extension classes, inservice seminars and training sessions, workshops, conferences, lectures, institutes, colloquia, group discussions, meetings, and symposia are part of continuing education activities. Special formats such as video tapes, cassettes and training packages are also included in continuing education.

WHOSE RESPONSIBILITY IS IT TO SEE THAT CONTINUING EDUCATION IS PROVIDED?

The administrator and board of trustees of the public library share the responsibility for providing opportunities for staff development and training as do the administrator and board for the school and academic library, and they need to include budget items for this purpose. Individuals also have responsibility in planning their own continuing education and convincing their employers that their plan will ultimately provide improved library services to their clientele. Others such as system headquarters, district library centers, the Intermediate Units, and other state agencies are also charged with this responsibility.

HOW ARE CONTINUING EDUCATION NEEDS IDENTIFIED?

Surveys conducted by the vendors of continuing education programs, by individuals initiating an expression of their desires

and needs for training programs, by head librarians and their staff looking at their mission of service and identifying weaknesses and offering continuing education programs to strengthen the library service provided all contribute to the identification of continuing education needs.

WHO ARE THESE VENDORS?

The State Library of Pennsylvania provides a number of workshops in one or more regions of the commonwealth on various topics each year, such as, copyright, affirmative action, trustee roles and responsibilities, and library services to special groups. The Division of School Libraries provides training sessions at their examination centers located around the state on the selection and evaluation of materials as well as workshop sessions on developing grant proposals for federal funds. The district library centers, system and county headquarters units and the intermediate units all provide workshops and training sessions for the local libraries and school districts in their respective areas. State professional associations such as Pennsylvania Library Association, Pennsylvania School Library Association, Pennsylvania Learning Resources Association, and Pennsylvania Association for Adult Education through regional meetings and conferences also provide opportunities for continuing education by attendance at and participation in the many special interest sessions. On the national scene, the American Library Association and other library and media related groups provide such opportunities.

Library education institutions and other institutions also provide opportunities for continuing education through institutes, seminars, workshops and symposia. Commercial vendors also promote instructional packages and workshops on topics of special interest.

Many of the above-mentioned groups also send out information of a continuing education nature through their periodicals and newsletters (Iowa is doing a home study course via their newsletter). The trustee handbook recently developed by the Pennsylvania Library Association Trustee Division and the State Library provides a form

of continuing education for trustees, as did a video cassette on trustee guidelines that was taped by the Altoona Public Library Media Center as part of a trustees workshop held there. This workshop was sponsored by the State Library and the Pennsylvania Library Association. Copies of the cassettes were then provided to the District Library Centers.

## WHAT ARE SOME OF THE BARRIERS FOR RURAL LIBRARIES PARTICIPATING IN CONTINUING EDUCATION PROGRAMS?

Lack of information about what is available and limited coordination of continuing education activities are the major barriers. Lack of knowledge of need for programs by administrators and policy makers seem to be increasingly true, especially for school librarians. Lack of staff to provide coverage for library activities while other staff engage in continuing education opportunities is another problem.

Still other barriers are the limited number of programs available or the variety of needs of all levels of personnel, lack of money to pay for individual registration, transportation and other expenses or for substitutes in their absence.

Distance for travel is too great for more staff participation in programs offered and in northern Pennsylvania particularly travel is very difficult in the winter. Lack of motivation or reward (salaries in public libraries are extremely low and are usually not increased because of attendance or participation in a program unless for formal credit and sometimes not even then) can also negate interest in continuing education.

## HOW CAN THESE BARRIERS BE LOWERED OR REMOVED?

Energetic and imaginative librarians at the local level can provide the leadership to the trustees and to their colleagues to turn this around to a more positive picture, through cooperative programs at system, district and multi-district level. In some rural areas the school librarian is often the only person with library education, and they must exercise this leadership. Finding

a different way to deliver the information or program, such as the newsletter mini courses mentioned above, telephone conference calls for meetings, cable television for programs (cable TV was developed for rural areas in Pennsylvania and we need to use and expand its capabilities; satellites are being used in some rural areas for continuing education), can be an asset to continuing education efforts.

At the state level, one of the current developments is a one year project to develop a plan for coordination of continuing education programs to meet the needs of Pennsylvania's library/information/media personnel.

On the national scene, the Continuing Library Education Network Exchange, or CLENE as it is called, is trying to provide coordination and promote development of continuing education.

In attempting to meet my objectives, I have raised some questions and posed some answers regarding the implications of lifelong learning for rural libraries and the kinds of continuing education opportunities needed by their personnel and policy makers. You may have other questions and some better answers.

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# RURAL LIBRARIANSHIP: A NEW CONSCIOUSNESS

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When Preston Levi (of the Shawnee Library System) and I began discussing a theme for today, one suggestion that we considered was for me to talk about the state-of-the-art of rural librarianship. Preston thought this a good idea and as we concluded our telephone conversation, this then I saw as my task. It became clear to me, however, in attempting to put this goal into written form, that it was more than just immodest to think that this could be done particularly when rural librarianship, as an identifiable concept, is only now emerging. Further, this speaker's specializations in Rural Sociology, Community Development, and Agriculture Extension Service, are less than introductory. So with your permission, this morning one would like to do two things: provide some personal impressions about rural librarianship; and to talk a little about the Center for the Study of Rural Librarianship.

Several weeks ago this speaker was reviewing the cartoons in a newly arrived issue of the New Yorker; there was one cartoon that seemed fitting to share with you. It showed a group of people involved in what could be construed as a cocktail party with two women in the group looking from the window of the room out into the driveway, and the caption read, "You can take the boy out of the country but not the country out of the boy. So Herb decided we needed a pickup truck."

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This speech was presented June 14, 1979, at the Summer Library Institute, McKendree College, Lebanon, Illinois.

Well, Clarion, that garden-spot of Pennsylvania, has a lot of pickup trucks, and recreational vehicles and Jeep Wagoneers. And it also has its share of privately owned helicopters that are used by the local coal strippers to survey their enterprises. In fact there is considerable concern that when all of the coal has been surface mined in Clarion County, of which Clarion is the county seat, that little industry will be left. Clarion also has a small but admirable public library, a large share of civic minded individuals who volunteer their time to the League of Women Voters, the J.C.s, the United Way, the volunteer fire company, and the American Legion Auxiliary. And with this last group, incidentally, as I read our twice weekly newspaper, I keep confusing its initials with that of the American Library Association, i.e., ALA.

But, unfortunately, Clarion is also a place where it is impossible to purchase a daily copy of the New York Times or the Wall Street Journal. Further, in fact, the waiting list for purchasing a copy from the local newsstand of the Sunday Times is so discretionary, I'm told, that the option is now being willed from generation to generation. Also, while we have what are known euphemistically as theaters, the selections take so long to get to Clarion that they are shown only slightly ahead of the television performance. While the rumor is not true that the original version of Gone with the Wind is being shown for the first time, it sometimes seems like it. Also my town is not a place where the public library is perceived as a community information center. But after all what should be expected with $2.73 as operating per capita support?

Happily, Pennsylvania is not typical of every state's attitude and willingness to support public library service. In comparison, e.g., the great state of Illinois provides per capita support amounting to $7.63, Iowa's is $6.12, and Ohio provides $7.04 per capita, while Pennsylvania only spends $4.37. Further, although Pennsylvania does have both a county as well as a decentralized/hierarchical system of libraries, with four of our largest libraries as resource centers, it is also a state where it is estimated by our acting state librarian

that approximately a million and a half individuals are disenfranchised from library service. And because of the rurality of Pennsylvania, the vast majority of these "unserved" reside in rural areas. Before leaving this point one would like to add that based only on an elementary view of the system approach to library service shown in Illinois, that this student of libraries stands in awe. Pennsylvania has nothing to compare.

As the audience undoubtedly recognizes, defining the word "rural" is in itself no easy task. To some it is a word that conjures up the images of smallness, pastoral settings, clean air, and a less hurried existence than that encountered in the city. To others, indeed, it may represent the pickup truck mentioned earlier. And while rural jokes are not uncommon, there is nevertheless a fair amount of envy associated with living in rural America even by the jokesters. Demographically, the U.S. Bureau of the Census defines a rural area to comprise 2,500 or below populations, although in other instances and uses by other governmental agencies, rural is defined to suit the situation and so it is not uncommon that 50,000 or 100,000 population characteristics are used. In other cases the whole thing is fudged by simply referring to "metro" and "non-metro" areas.

After some consideration the Center for the Study of Rural Librarianship adopted the population base of 25,000 or less to define its rural dimension. A second corollary of the definition is that a library be out of the sphere of influence of a metropolitan library unit. For example, this criterion would eliminate the suburban branch of a large, urban-based public library from investigation even though it was located in a city of under 25,000. But insofar as type of library, the Center is concerned with all varieties and systems that fall within the definitions. It might be of some interest to note here that by using the 25,000 population definition, 480 out of Pennsylvania's 650 public libraries can be classified as rural. And from only a cursory examination of the publication entitled Illinois Public Library Statistics, it appears that a vast majority of public libraries in this state would also fall under 25,000.

It might also be of some interest to note that based on the 1970 census, Pennsylvania led the country with a rural population of 3,363,000, followed by populations in the states of North Carolina, New York, Ohio, Michigan, and Illinois, which is recorded as having a rural population of 1,884,000.

The title of this presentation suggests that rural librarianship is awakening to a new consciousness. Perhaps at this point we might explore or suggest some reasons for this happening. First, it seems to me that as a phenomenon of library service, even though rural libraries have always existed, its time has simply come. As an illustration of this, it was not long after the Center was established that we received letters of good wishes and suggestions of help from throughout the United States including American Samoa and the Mariana Islands. In fact a colleague from American Samoa added that he (in this instance) hoped that at some point a Samoan might come to Clarion to study. If one examines the distance between Clarion, Pennsylvania, and American Samoa, however, one must conclude that there was already some favorable mental set toward rural library services rather than singly the beauty of Pennsylvania's forests and mountains attracting a Samoan librarian. As other examples of this "time is right" concept, one should add the fact that we are speaking today on this subject and that next year for the first time an issue of Library Trends will be published dealing with rural librarianship. Certainly these are modest examples to prove a point, but it is my belief that they are indicative.

A second reason for rural librarianship emerging is the complexity of our society and the likewise complexity of providing library service today. Librarianship does not and in fact never did mean a single thing and librarians are becoming more facile at articulating the uniqueness of their constituencies. It would seem this articulation springs from several causes, not the least of which is an altruistic view of what library service means at a practical level. But it also emerges because library services in rural America have existed quietly and have at the same time been overshadowed by

American librarianship's preoccupation with the large, metropolitan library model. Rural librarianship has been forgotten for the last twenty years. Also it is unfortunately clear that a national consciousness of librarianship has excluded the rural and small library from active consideration. Further, it is clear that the realities of providing library service at a local or regional level must exclude a dependency upon any national agency or organization to provide leadership.

Third, and most important, is the fact that there is appreciation of an emerging, distinct rural librarianship which has as its service characteristics small population units, relatively modest financial support, a dearth of professional staff with which to provide service--all of which operate in an environment of geographical remoteness.

And, finally, the changes in the stereotype of rural life as singly a farm economy and the new pressures created by the arrival of individuals who previously lived in the city and now expect the same services as those to which they were formerly accustomed, are additional factors which have caused rural librarianship to come out of the closet. Whether or not, however, the metropolitan egress will continue in the light of the ever increasing gasoline costs and the constant inflationary spiral must be judged later. But in any event we cannot escape the changes that have occurred and that will occur in rural libraries.

It seems somewhat obvious, however, that rural librarianship will mean different things in different states. While there are similarities of circumstances, it is somewhat apparent that rural libraries in American Samoa or New Mexico or North Carolina or Illinois or Pennsylvania are affected differently by attitudes, imagination, and financial support within each state. As this speaker indicated earlier, Pennsylvania has no analogs to the imaginative, effective systems of library service which exist here in Illinois. But, also, it never has really been an issue of debate, i.e., in Pennsylvania of whether or not the very rurality of Pennsylvania libraries has

been a major obstacle to library financial support and development. It is interesting to speculate, nevertheless, and it is also of interest to note that per capita support for public libraries in Philadelphia and Pittsburgh is approximately $3.00 or more above the state's per capita average of $4.37.

As an example of state differences, and with the audience's tolerance, I should like to review some of the data that has resulted from the Center's first research effort. This study while ostensibly aimed at the information services of rural libraries in Pennsylvania, also generated data about the general conditions under which library service is provided. Your patience is sought since this research dealt only with Pennsylvania. Perhaps, however, we may be able to compare and contrast circumstances in Illinois and Pennsylvania.

In October of 1978 eighty questionnaires were mailed to the widest geographic sampling of rural public libraries possible, i.e., to at least one library in each of Pennsylvania's 67 counties. After a reminder by telephone and then a written follow-up to those who had not responded, thirty-five questionnaires were returned. Parenthetically, since at the start no directory of rural libraries existed, per se, it was first necessary to determine the population for all of the towns and cities in Pennsylvania supporting a public library and to identify those that met the definition of 25,000 or less. Also it seems from the disheartening 44 percent return, that the use of the mailed questionnaire as a central technique of data gathering is subject to considerable scrutiny.

But based on the 35 libraries responding, the following data were compiled. First, the average population of the towns surveyed was 4,418 but the average population served was actually 10,500. Per capita support was only $3.15--a dollar under the state average. One library incidentally had a per capita expenditure of only $1.08. And while the libraries surveyed were open an average of 39.5 hours/week, there were only 9.3 professional librarians (MLS) available among the 35 libraries to provide service. As additional staff there were 11.1 provisional librarians (in the Pennsylvania scheme this is someone

who has four years of college and has completed 12 credits of library science) and 10.1 library assistants (someone who has completed two years of college and nine credits of library science) among the 35 libraries. An average of the professional, provisional, and library assistants was .87 person/library. Were it not for the 5.2 volunteers and clerks available in each library, there is no doubt that these libraries would remain closed.

The average book collection was 19,405 items, but each library heavily relied on the interlibrary loan channel by borrowing nine times as many books as were lent. Interestingly, the state average shows only an 18 percent difference between borrows and loans.

Since the survey was ultimately aimed at a library's reference service, the remaining data reflect that. For example, as a starter, 60 percent of the libraries said that they did not keep a record of questions asked. So based on estimates or on records kept, the responding libraries indicated that on an average they answered approximately 6 questions per hour during a work week. These six represented all types of questions asked. While this is a small number of questions, perhaps it is not too surprising in the light of the staff available. On the question of the degree to which the libraries provided either individual or group instruction, however, the data indicated that less than .5 contact is made per hour, a rather depressing figure.

Regarding the subject nature of the questions asked, the data show that a majority reflect school assignments, history, genealogy, and how-to questions. Those questions which the librarians had the greatest difficulty answering, as one might guess, were in the scientific, technical, and business areas. And finally, as reasons to explain difficulties in providing reference service, the survey illustrated that a lack of specialized reference sources and the technical nature of the question asked, as being the two major areas of concern.

The preceding discussion, of course, was only a summary view of the research but was meant at least to suggest something about

rural librarianship in Pennsylvania. Not just by coincidence I brought copies of the questionnaire used in the survey along this morning with the hope that enough of you in the audience, after examining it, might be willing to have the Center mail out copies so that a comparison might be done between Illinois and Pennsylvania. It seems to me that this is the kind of practical cooperation that would benefit all of us.

What are some additional areas in which we can cooperate? It seems to me that there are three.

First, we can build on the momentum of interest in rural librarianship through workshops, conferences, and institutes similar to the Summer Library Institute at McKendree. Second, we can perform the research necessary to illustrate the similarities and the differences of rural librarianship with other aspects of library service. Third, we can signal our library organizations and associations and those who are given a responsibility to represent American librarianship that the needs of those served by the small and medium sized libraries have been neglected and must be made a part of a new creative consciousness to benefit all Americans.

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*Vol. 1 No. 2* *Spring 1980*

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# RURAL LIBRARIES

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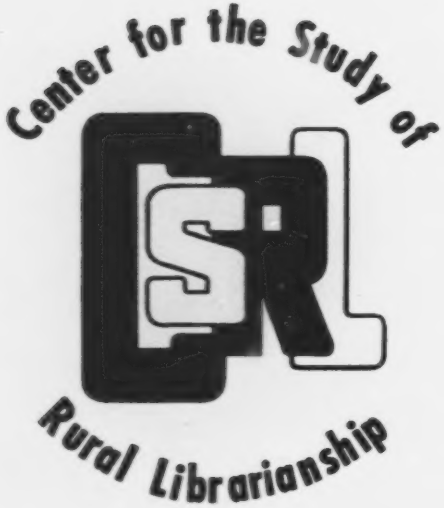


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Vol. 1 No. 2

RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts and correspondence should be addressed to Dr. Margaret A. Jetter, Editor.

We welcome letters in response to our articles.

Subscription rates are $3.00 per issue; please make checks payable to Clarion State College Foundation.

Center for the Study of Rural Librarianship

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Papers in this issue of RURAL LIBRARIES were adapted from the proceedings of a conference, "Partnership for the '80s: Public - School Library Cooperation in Rural America," sponsored by the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, and conducted October 12 and 13, 1979.

# SCHOOL AND PUBLIC LIBRARIES COMMUNICATE

Alice E. Fite, Executive Secretary
American Association of School Librarians

I have been asked to address the possibilities for cooperation between school and public libraries in general and then to speak more specifically concerning the influence that the American Association of School Librarians has had in the development of such cooperation.

Any review of such development requires a brief understanding of certain significant dates and activities peculiar to the involvement of the Association in the history of librarianship. The American Association of School Librarians, the association which I represent, became a division of the American Library Association in 1951. It is interesting to note that the date of 1951 corresponds closely to the early years of a time period which saw unusual growth in school libraries. Prior to 1951, most secondary schools had made some commitment to a school library program; however, elementary school libraries consisted largely of small book collections, classroom libraries and some professionally-trained personnel.

Current efforts toward cooperation are based upon an understanding of the fact that the school library has made progress to the extent that the collections and the services of library media programs can be of benefit to other types of libraries. This became possible when local and state educational agencies made a commitment to the philosophy that the school library was an essential part of the instructional program.

National associations influence the development of a concept through task forces, resolutions and professional literature, usually

in that order. In 1960, 1969, and 1975, comprehensive guidelines were published by the American Association of School Librarians. These documents provided the means by which school libraries could be involved in the area of cooperative efforts with other libraries and determined the philosophy through which resource sharing could receive national acceptance.

In 1977, a task force was formed by the National Commission on Libraries and Information Science in cooperation with the American Association of School Librarians for the purpose of expanding the definition and delineation of the role of the school library media program in networking. This task force has prepared a document in which immediate and intermediate recommendations are supplied to counteract the five factors which inhibit cooperation. The Role of the School Library Media Program in Networking (1978) clarifies the importance of the school library's involvement in cooperative efforts with other types of libraries and challenges equal opportunity of access to total information resources for all individuals without the participation of the school library in a network of cooperation. Mr. Luskay, Conference Chairman, has asked us to discuss our views regarding the concept of cooperation of public and school libraries in a rural setting. I like the word concept because I believe that the principles of sharing are basic to the understanding of any acceptance of what is or is not possible in cooperation.

The message is not new. School librarians and public librarians have come together to talk about cooperation or about the combination of the school and public library for many years. The first separate set of standards for school libraries jointly authored by the American Library Association and the National Education Association was titled School and Public Libraries Working Together on

Library Service and was published in 1941. Many years ago public libraries were founded in New York State through funds obtained from local school taxes. These school district public libraries which came into existence in the mid 1800's are receiving their budget allocations in much the same manner today.

The message is not new, but the mission is current. It is not unusual that in a decade when inflation may very well be the number one problem and when taxpayers in almost one-third of our states are being asked to place ceilings on local and state budgets, there appears to be a desire for greater dialogue for shared services between the school and public library in whatever form is feasible for a given situation.

The school library media program has much to offer to the total community. There are over 74,000 schools in the 1,600 school districts in the United States; the majority of these have library media centers. There are approximately 52,000 full-time certified library media specialists prepared to work with students of all ages. Normally, the licensing of this individual acknowledges the ability to understand and cope with the individual library user as a learner. The school library media specialist should have access to, and the ability to use, a wide variety of bibliographic tools. The school library media specialist may have access to data bases on the national level and therefore help to provide that link between the school media program and the totality of information necessary for the individual community.

The key word is communicate. The challenge is to learn about each other's functions and to accept the fact that there are many areas for cooperation. We must begin to explore the possibilities for structuring cooperative efforts and find nontraditional ways

to cooperate. Those of us at the local, state and national levels must decide upon ways and areas of cooperation before others lacking knowledge in our career field will mandate the future for us.

Some will question whether the autonomy of institutional maintenance is too strong a barrier to overcome for the kind of co-operation necessary to meet the needs of total access to information. Are we still saddled with traditional methodology, and are the legal and financial structures too great a deterrent for change?

The national view does not focus upon one type of format. The national view asks that the central focus be placed upon the individual community. Identify all the resources, whether they be educational, recreational, social or cultural. Then, engage these resources to meet the information needs of the community. A brief review of the field will reveal some interesting data and information.

In 1977, the State Library of Florida funded a study to examine the concept of cooperative ventures and combined libraries to determine which institutional structure had the most potential for improving school and public library services in the state. The study concluded in June of 1978 with the development of a model procedure to be used by a community in deciding whether a combined library or another alternative would provide the best library services for community residents. Seven on-site visits were made to school-public library combinations in the United States and Canada.

There were two major conclusions after the data were analyzed. One, it is unlikely that communities offering separate types of libraries will offer better school and public library service through a combined program. Second, if a community is unable to provide minimum library services through separate facilities, and there is no option for services through a system membership, the combined program

presents a possible alternative to limited or existent services. Further, there was no documented evidence that economy resulted from the combined school and public library combination. The Florida study gives several conditions which should be met if a combined facility is the only answer to library service. Two of these conditions call for a planned program of service and a systematic evaluation procedure.[1]

The state of Wisconsin, concerned with some of the same issues as the state of Florida, prepared a policy statement in 1976 to help communities which were contemplating the consolidation of facilities. Again, experience showed that combining facilities in Wisconsin did not regularly save money.[2]

Most recently, the province of Alberta, Canada, has issued a policy urging school and public libraries to review several alternatives before attempting the establishment of a school-public facility; however, there are combined facilities already established in Canada which have met a specific community need.[3]

In Olney, Texas, a town of 4,000 people, a new concept has been developed in the delivery of library services. It is one that challenges tradition. Olney is a small town with a rural atmosphere. The problems were numerous in the attempt to coordinate all library services. Since August, 1973, Olney has operated a program which has united three school libraries and a public library. All materials are available to a total citizenry. There is a continuous year round program which makes use of school collections in the summer. There is increased reference service. There is a centralized source for all informational materials.

One of the originators of the Olney concept expressed his feelings this way:

> "This new information and resource center was designed to meet total community needs in a unique way. Attempting more than to allow the public to use school materials or to physically relocate the public library on school property, the project has actually created a new institution--one which merges the book collections and functions of both libraries into a single unit."[4]

There has been recent emphasis upon investigating the possibility of combined school and public library programs in a single facility, and I shall not expand upon this as you shall be hearing from Wilma Woolard tomorrow; however, this concern relates to a very important principle in the concept of sharing. Taxpayers are asking all types of community services to provide more efficient use of existing community and educational facilities. Schools and public libraries are going to have to explore alternative ways of offering adequate services with less money. The growing trend toward total access to information for all library users will require that school and public librarians rethink their roles and functions and more clearly define the division of responsibilities.

For many years there has existed a joint committee of the American Library Association and the National Education Association whose charge is to explore problems of mutual interest in the fields of education and library service. In May of 1972, through funding from the J. Morris Jones - World Book Encyclopedia - ALA Goals Award Program, a small group of school, public and academic librarians met in Washington, D.C., with school administrators and government officials to attempt to define what is total community library service and to suggest ways in which all the libraries in a community might work together to achieve this goal. There was unanious agreement from those in attendance that the coordination of activities, services and resources was not only feasible but desirable. It was recommended

that there was a need for coordination of all library services and resources at the community level in order to provide maximum service to the library user. The Conference did not propose a single format for the coordination of community library services because the consensus of the group was that local needs should determine the forms of coordination. It was further recognized that reformation of library service would not come easily; there would be apathy and resistance. However, those in attendance agreed that initiative for change could best come from the professionals involved and that the responsibility lodged with them.

Why has it taken us so long to come to a basic understanding of what cooperation is all about? There have been the vested interests of both the school librarians and the public librarians; there are the poor experiences of inadequate types of libraries; and there have been poorly developed combinations of the two. All these barriers have prevented any widely accepted consideration of the total information needs of a given community.

I am suggesting that school and public librarians review both present and potential roles of their libraries, become active members of a meaningful community education program, and then implement that unique, essential contribution of both types of libraries. This is networking in its truest form. And if this is going to become more than talk, school and public library professionals are going to have to make a commitment to continued exploration of the concepts of multi-type library cooperation.

A change is taking place in the United States from self-sufficiency and local ownership of library materials to a desire for mutual dependency among libraries. We are in the age of networking, and resource sharing must take place among all types of libraries. We

are in an age where public, academic, school and special libraries within a community, state or region will find it necessary to interconnect in order to facilitate a new kind of resource sharing. The climate is ripe for change, and I believe that this sharing of information between school and public libraries will not only help to maintain but also improve the quality of both the public and school library services.

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## THE IMPLICATIONS OF NETWORKING ON SCHOOL-PUBLIC LIBRARY COOPERATION IN RURAL AMERICA

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Let me begin by saying, I love New York! I also love Pennsylvania. I was born here, and I spent through the sixth grade here. So, this is sort of a homecoming, a bridging of my two favorite states. And I hope that those of you who will be able to come to ALA next summer in New York will go away saying what I just stated: "I love New York."

I enjoyed this morning's presentation very much and would like to comment briefly on one or two of the statements made. Regarding Alice Fite's comment about there being no national format yet, I'm not sure that that's bad, as we review our experiences in New York. I think we need models, but I don't think we can ever have a national or state format that will serve everyone. I favor the flexibility for local decision-making, as well.

I also like Shirley Mills' comment when she says "and we don't know." We say a lot of "don't knows" in New York when we talk about networking and cooperation. We don't know because we are really on new turf and pioneering. There aren't answers to all the questions that we are asking ourselves, or to those that others are asking of us. So I think that hers is a very appropriate quote and one which you'll probably say many times over as you get involved in the net-

working or cooperative movement. I'd also like to quote my own superintendent, Dr. Burton Ramer, who isn't here of course, but I think he has a philosophy which serves us very well in everything we do in our BOCES organization and most certainly in terms of what we are trying to do with networks and the cooperative movement. His comment, whenever we are talking about a new development, whether it be a library development, a development in special education, gifted education, school transportation, or some other area, is simply this: "If it is good for kids, then we'll find a way to make it happen." I think that's a very basic thing to ask ourselves with networking. Is it good for our client? Is it good for our community? Is it good for our students? Then we'll find a way to make it happen. It has been a very good guiding principle for us.

I would like to present my credentials for being here today. I do represent rural America in the sense that I work in Oswego County. I mentioned Mexico, New York. It always sounds so glamorous until I tack on the New York! Consultants have a great time returning my calls rapidly because they forget to read the New York after the Mexico, and they think I'm inviting them for an assignment in Mexico. Mexico, New York, as a matter of fact, is in the snow land, not the sun land, and we are located about forty miles north of Syracuse on the shores of Lake Ontario. We have approximately 250 inches of snow a year in Mexico, New York, so you see it's not a sun belt by any means.

The county has a population base of approximately 100,000 people. It is agricultural with a modest amount of industry. We have two small cities in the county, Fulton and Oswego. Beyond that, the rest of the county is all villages, townships, and rural America. It's a poor county economically. The unemployment rate in Oswego County has been in double digits over the last decade. The educational profile of our citizenry shows a modest level of achievement. We have 50% of the adult population lacking a high school diploma, which is a

very high statistic for New York State. I'm not sure how that would fare in your state, probably high also. We have almost no racial distribution. Our racial makeup is 99% white, 1% other; the largest "other" is American Indian. We have few cultural benefits. One college in the county does bring in a certain amount of culture, but beyond that there are primarily just little local arts and crafts groups. We have access to Syracuse, however. It is truly a rural, poor county in many respects.

Now, Oswego County has great advantages, and I don't want you to think I'm putting down Oswego County. I've been working there eight years, and I love it. Some of the advantages as I see them are: we have a very strong work ethic in Oswego County; we can get things done because people are willing to work hard and find a way; there is a great deal of pride; there are a lot of traditional values which enable us to move forward in pioneering efforts. We very much use a people-to-people orientation; it is that kind of a place to work. You know everyone you are working with on a first name basis, be it the mayor, the legislator, the superintendent, the teacher, or a person in the community, and this truly facilitates any kind of cooperation. If you know the people you are working with, you can often go a long way on friendship. There exists a great deal of loyalty; if our schools make up their minds to do something, such as they have in the area of library networking, they stick with it through thick and thin, never pulling the rug out from under you. I see perseverence, and, I guess, just plain old American gumption. It's a very nice place to be.

In order to understand what we are doing in Oswego County with a school library network, which will eventually interface with the public and academic networks that exist now for library service, I think it's important for you to have a little background on New York State educational and library systems. If you'll bear with me, I'd like to share some of that within the next ten minutes or so.

Basically, our structure of education in New York looks like this. We have a Board of Regents, which is the policy-making body for all education in New York State, public, private, K-12, post-secondary, cradle to grave. Education is funded primarily through a combination of local money from property taxes and state aid from the legislature. The State Education Department is the administrative unit for all education in New York, and that is an advantage which we have that maybe some states do not have. That is, all of our libraries, be they school libraries, college libraries, or public libraries, report through the same administrative agency and through the Commissioner of Education.

We have forty-four intermediate units working with the schools called BOCES (Boards of Cooperative Educational Services). These might be likened to your Intermediate Units in Pennsylvania. In Colorado they have the same name, BOCES. Iowa has regional agencies. There are approximately thirty states in the country that have some form of intermediate level educational unit. In addition to the forty-four BOCES, there are five big cities which operate independently from any intermediate agency. The five big cities are: Buffalo, Rochester, Syracuse, Yonkers, and New York City. Under the structure of the intermediate units there are 737 school districts clustered to feed through one of those forty-four intermediate units.

Within New York's 737 school districts there are approximately 4300 school buildings and 4300 school libraries. Every school in New York State is, by Commissioner's Regulation, required to have a school library and school library program. Unfortunately, we don't have the equal mandate for staffing. We only have certified staffing (school library media specialists) mandated at the secondary level. K-12 certified staffing is an area we are working hard to address.

The BOCES, which is the area of education where I work, has two basic responsibilities. One is to serve as an extension of the State Education Department. My superintendent represents "the

Commissioner in the field" for his component school districts. In that regard he has a state education department role. Implementation of education law, education finance, certification of teachers, program, referenda and so on are parts of this role. The other charge to the intermediate unit is that of providing cooperative services to its member school districts. In that regard, we provide services in the area of education for special children, occupational education, data processing, transportation, media service and so forth. Our BOCES offers some forty cooperative services for the districts in our area. In Oswego County, we have nine public school districts and one parochial school district. There are fifty-two school buildings in the county. There are 1600 school teachers and nearly 28,000 students. (By the way, in terms of public libraries, we have two city public libraries and seven village or town libraries; there is also one academic library at the State University College in Oswego.) That gives you enough of the background and maybe will help in our discussions today.

## Library Services In New York State

We are proud of library services in New York and have what we think is good service for our several publics. But we still fall short in areas, and we are working hard all the time to correct underserved areas and deficiencies. In terms of statewide numbers, we have 715 public libraries and 245 academic libraries; special libraries amount to over 1200; public school libraries, over 4300; libraries in state facilities, such as correctional institutions and so forth, 90; two regional libraries for the blind and physically handicapped; and the one New York State Library.

We also have library systems in two situations. Twenty-two public library systems combine those 715 local public libraries into system configurations. And we have nine Reference and Research Library Resources Councils (3 R's). Those Councils are systems primarily for

academic and special libraries and do include the public library systems. For example, the one in my area brings together all the college libraries in northern New York State as well as corporate libraries, industrial libraries, hospital libraries and so on, plus two public library systems in Watertown and Plattsburgh.

What we do not have yet, but we are working toward, are school library systems. To sum up the situation, we have "in-place" public library systems; we have "in-place" systems for academic and special libraries; we are hoping and planning to develop school library systems.

## Background of How We Began and Where We Are Today

Our twenty-two public library systems over the years have developed many cooperative services for their member libraries. They have the things that you all know about; they have interlibrary loan, delivery services, cooperative technical services, cooperative acquisitions programs, consultant services, shared data bases, special client programming, inservice training, central book collections, and so forth. The nine 3 R's have many similar cooperative services.

As the fiscal crunch hit us, and as we continued to lobby with our legislators for more money to enhance the local public library, as well as for the system and for the 3 R's, and to do something supporting the school libraries, we received back two pieces of information which we took very seriously. One was that from the legislator's point of view there was a great deal of confusion about the needs for library funding. We, in the field, were all going separate ways with special interest priorities. They said to us, "Why don't you people work together; why don't you cooperate? Why should we be putting money into the public library and be asked to do a similar thing in the school library next door? Can't you pool some of the resources and work together?" That was a lesson for us in our

lobbying efforts more than anything else. We became careful and cautious about having diversified lobbying efforts. We unified as a profession through the New York Library Association and together went forward with the mission being, "What's good for one library in New York is good for all libraries in New York. What hurts one library, hurts all libraries". This premise has been of enormous psychological value, both within the field and within the dollar-givers, the legislators. We are seen as a unified force.

The second thing legislators said to us was, "If you, in fact, say there are unmet needs of your clienteles, and there are, New York State is not in a fiscal position to help you establish new structures and levels of bureaucracy. That would cost a lot of money, and we cannot do that. What you will have to find within your profession is a way to utilize what's already in place and expand upon that." So we were given the charge to look at what was out there and extend it.

Our State Education Department initiates a legislation program for libraries each year, both at the state and federal levels. The field usually supports or amends much of this program, as we have opportunities to be involved in the initial and ongoing planning. In 1977 the Department put forth a bill concept for the Legislature which expanded the structure for library systems. That bill fell short in the area of the equality or partnership issue with respect to school libraries. It was a bill which essentially said that the school libraries could participate in networking by becoming associate members of the existing public library systems. The field resisted that concept on all fronts. We felt that there was too much to be contributed and to be gained by the school library not to have equity in status among the types of libraries involved as we developed a state network. So we worked on that idea and reworked it and reworked it. The school community became much more involved than they had been in the past, particularly some of the decision-makers in the school

community beyond the library media specialist, that is, the superintendents and the school boards. By working together with all affected parties, the Department, the Legislature and the field were able to come up with what all thought was a better approach for a bill.

I must say that regarding some of the fears and concerns about systems and networks which existed in the field, we found that in most cases we were our own worst enemies. We suspected problems that never developed. Some of the concerns that were raised over and over, such as, the school libraries will inundate the public libraries with loan requests, never were documented and did not come to pass. It was really a fear more than a reality.

In 1978, a new bill was developed under totally revised thinking. We were in a year when there were great economic problems being suffered by the public libraries and the public library systems in New York. If you follow the national media, you will probably remember that New York City had mass closings of branch libraries and greatly reduced hours of service. Part of the revised concept said: We feel that in order for libraries to participate in networks, they must be helped in meeting their first level service responsibilities. So part of the bill had to be a basic aid bill; it had to provide some new money, some new dollars, to help those libraries which were closing and saying, "How can we start to cooperate if we are limiting services for our primary clients?" The bill also had to do something for those nine 3 R's. Primarily it had to give them statutory authority. They had operated since their beginnings on a year-to-year basis. So we tried to strengthen what existed. In other words, we strengthened those twenty-two systems and the local public library, strengthened those 3 R's, and at the same time brought in an imaginative new concept which would get school library systems started. In order to do that, we identified a pilot program approach. This idea stemmed indirectly from our legislators who wisely said to us, "How can we fund something (school library systems) that doesn't exist? You're

asking us to provide dollars for school library systems, and we don't know where they will be, what they will do, or anything else. How can we devise a funding formula?" So, we transferred that thinking to the idea that we should pilot a few models in the state. We ended up with an annual appropriation in the bill of $800,000 for pilot projects to exist over a thirty-six month period in different parts of New York State. By the way, I might point out it was eventually determined that the pilot projects would be selected on a competitive grant basis; in other words, let the cream come to the top. Let those who are ready and have been most innovative about what they can do be the ones to get the money.

I also want to point out that we had citizens support for the need for school library sharing and cooperation. You won't have time to read all of this perhaps, but there is a Resolution which was passed at the New York's Governors Conference on Libraries in June 1978 by the delegates. It very clearly says that they, as citizens and library professionals, endorse the fact that the school libraries need to be brought into the system movement in our state. This Resolution was very persuasive with legislators and with Governor Carey, who ultimately had to sign our bill.

We are now testing models for school libraries to engage in formal cooperation and to get them into some manageable scheme, partly so that their eventual interface with the public library systems and with the 3 R's is manageable. One public library system does not want to have to deal with eighteen, twenty-five, or numerous independent school districts. It would much prefer working with one school library system on behalf of the member schools; thus, we are working toward models which have the actual cooperation interface being system-to-system.

In order to get to whatever model your state would devise, the first step is to have acceptance of the concept of library systems/networks, and that first step is a big one! I know those who are here

today accept it, or we probably wouldn't be here. But all those who are not here may not necessarily accept it. Attitudinal barriers take a great deal of time. Once they have been overcome, however, formal planning and implementation can proceed with great force and speed.

In Oswego County we began working with our secondary school libraries going back four to five years. The first full year was spent visiting one another's libraries, talking about and seeing what each other was doing. Finally, almost a full year later, at one of the meetings, a school library media specialist had the courage to say, "When are we going to start to do something together? We all know everyone has something to share, so let's share!" Once that decision was made, and there was that level of trust established, that feeling that they could work together, it took us a matter of one or two further meetings to design and endorse areas for planning and cooperation. This step in developing attitudes and trust must be achieved early on.

Going back to our legislative effort for a moment, I would like to give you further background. Real networking for your state will not come about without some kind of state authority or legislative enabling effort. You will have a lot of good, informal, local cooperation, but if you want to get to a position of a state effort with intersystem cooperation, you must have an underlying basis ultimately. I'm going to read just a few paragraphs from an article that describes New York's legislative effort in this regard. This was written from the perspective of the New York Library Association, and because of my position with the legislative chair for that Association over the last three years, it gives Kudos to NYLA! There are many other Kudos deserved by other people, however.

> The New York Library Association's aim was to assure passage of a library bill to provide fiscal relief for libraries and the more effective delivery of library and information services through encouragement of the emerging networking potential. Our campaign began in late 1977/early

1978 with the bill drafting. Working closely with the State Library agency, appropriate legislative sponsors were secured. The process through committees was uneven and on five occasions the Association was advised that there was no hope for passage in 1978. Give up! The NYLA forces refused to accept defeat and returned each time to the legislative leadership with new evidence of need and increased citizen support. When the Legislature recessed after an extraordinary summer session with no indication of interest in the library bill, realistic prospects for success diminished but our lobbying efforts did not. We seized the opportunity of a post election, third extraordinary session called for December 7 and 8 to pull out all of the stops and found ourselves number three on a seven item limited agenda. The bill passed unanimously in both houses during a late night session with the NYLA Legislative Chairperson and Executive Director on hand to cheer the bill home at 2:00 a.m. in the Assembly. It was an astonishing legislative victory and made national news. To us it is the classic study. Yes, you can if you are persistent, believable, flexible, fair, and fearless. American Libraries, the official publication of the American Library Association, headlined its report of NYLA's accomplishment with a quote: "No way, but they did it nevertheless." The NYLA lobbying effort is legend. It was a stunning legislative victory set as it was against Proposition 13 in California and the basic tax reform moves across the country. It reinforced our belief that if you represent a valuable public service, tell your story clearly and graphically, and study the art of politics carefully, legislative victory is attainable. In a statewide televised ceremony on December 15, 1978, Governor Hugh L. Carey signed the bill into a law. The leadership of the Library Association was invited to participate in the bill signing ceremony and are acknowledged by Governor Carey to have "accomplished the legislative victory with grace and skill".

We are proud of our accomplishments and our Governor Carey, a consistent and long-time library supporter. Perhaps I boast a little bit, but I also share all this with you in encouragement, because if we can do it, you can do it.

Now we have the law passed and signed. Let me talk a moment about implementation of this law. The law was passed in late December. Our fiscal year in New York ends March 31. There were three months left, then, to do all the work that would be necessary to award those pilot grant dollars. The month of January was spent by the staff of the State Education Department developing Commissioner Regulations which would allow for the implementation of the law. As you know, a law is very general and should be. Implementation detail comes in our state via Commissioner's Regulations; there is probably something similar in your states. It was amazing that the Department staff was able to put together those Regulations, have field input, and get them passed by the Board of Regents, our policy-making body, by late January. Announcement to the field and solicitation for proposals occurred in February. The field had one month to plan and write very detailed proposals. This was very difficult to do, because we had no precedent for models in the area of school library and intersystem cooperation. Participants had one month to refine an idea that was truly new and creative; it also required a proposal process for involving all affected parties.

Those of you who work in schools can appreciate the problems we had: there were about two weeks in which to conduct meetings with every librarian in our schools, every principal, all our Advisory Council members, our Boards of Education, our local politicians and so on. We needed at least to let them know that we were going to be applying for a project and to get their endorsement for what we hoped to be able to do. Fortunately, we in Oswego County had been laying ground work for several years. But it was still a very difficult situation in view of the time constraints. I might also mention in terms of proposals, which were due in early March, it was interesting to note that as the bill was being put together and moved along over the previous year or so, there were skeptics among us in the field.

People were saying, "This isn't going to help us, and we don't want any part of that." In the end though, of the proposals submitted to Albany, eighteen of the twenty-two public library systems were part of a proposal. All nine of the 3 R's engaged in a proposal. Nearly half of the forty-four BOCES were on a proposal representing the schools. Again, considering the time crunch, I think that's a remarkable bit of statistic. Now, I don't fool myself into saying this happened because the concept was so terrific. Certainly the dollars were there and a factor. People were willing to test possibilities if they were going to have financial aid available.

The legislative effort and resultant modest funding were helpful for another reason: one can only go so far on good will and volunteerism. Eventually some money has to be available, as networking is not free. Networking will not necessarily save any dollars, and may cost money, but it will be cost-effective. It will allow services which your clients do not now receive.

By the end of March, the grants were ready to be awarded. The March 31st deadline was met, and Commissioner Ambach sent out letters authorizing the selected pilots, and we were off! In the blue printed booklet I distributed you will see a map which shows the areas of the state which received pilot projects. Or, it might be easier for you to look on the pink sheet because that is a sheet just on the pilot projects. We had two intersystem pilot projects. On this visual you see a shaded area in Upstate New York, around Rochester, which was one of the intersystem grants, and the New York City-lower Westchester County area as the other intersystem grant. The intersystem grants, if you go back to the model I showed you in the circle, will seek to establish the necessary school library systems in that area and put them in cooperative ventures with the existing public library system(s) and 3 R's system. So those two projects, Rochester area and New York City area, are the most completely cooperative systems. They are trying out what we hope to see someday across the state.

The other pilot projects, which are designated by dots, are those projects focusing on the development of a school library system only. Theirs will be a system which brings together all the school libraries from one jurisdiction and which provides cooperative services among and for them. The grant which we have in Oswego County is a school library system grant, although we have a few ideas built in which bring together sharing with the area public and academic libraries. Basically, though, we are developing a model which will bring school libraries into cooperation with each other.

If you want to look for a moment inside the handout which is entitled, "School Library Systems, A Background Paper," at a sheet which reads, "School Library Systems Pilot Project." That sheet is something that I used with our own schools when we began our proposal planning, and it defines what membership in such a system would require and yield. Most importantly, on page 2 you see a heading, "Plan of Service." The points cited under "Plan of Service" really are the essence of the proposal. They detail what such a system has to do or should be doing. You notice that there should be a standing Advisory Council for each system which could be termed a loose form of governance. With the pilot project, we have only thirty-six months of support. So the standing Advisory Council and all other factors are selected for the three years of the pilot. What happens in terms of permanence in such a system is yet to be designed, following the study of pilot project data.

You notice under point B and point C the two basic requirements for a school library system. First you had to find the means to identify what exists in the cooperating school library systems. You can't share things until you know who has what. So one thing which every pilot project in the state has to do is come up with a means for a union catalog. We will be using OCLC for ours, but not all others will. That's the beauty of the pilots; we are testing all directions and hopefully we will determine what best can serve New York. The

second thing, point C, which is required of every system is a procedure or mechanism for sharing what we find is there. Those are the only two requirements you really have to meet in terms of programming for your project. To repeat, you had to come up with 1) a plan that would say how you will know who has what, and 2) a plan for sharing what is then identified. Now, in that regard, I'd like to point out that one of the fears people often begin with is: "To do a union catalog with the hundreds of thousands of items in our libraries, print and non-print, will require twenty years!" True. So our legislation allowed us to be selective with our union catalog. You do not have to go back any further than 1978 acquisitions if you do not want to. You could begin with the recent present and go forward. Decisions to go retrospective will be made once the need to do so is seen. You can or cannot include audio visual materials and special collections. You can exclude what you feel would be cumbersome to the effort initially. In our case, we chose to devise the union catalog to begin with 1977 holdings, and our reason for that was that our school districts fared very poorly budgetwise in 1978. Thus, we had few new acquisitions in the county and would have had a very small union catalog. Also, we are including all resources, print and non-print, according to the decision of our schools. The other points on the handout can be read at your leisure, as it basically is guideline information for those of us who had to develop proposals and for the schools in terms of their wanting to participate in such a proposal.

A pilot project can do many other things of its choosing in terms of cooperative ventures. Discussions of such possibilities were of particular interest with our school administrators, because they would say, "Now I can see why we would share materials from library-to-library, but what else would we do?" They had no background in what system services would be viable and appropriate to the school libraries.

You could be as creative as you wanted to be beyond the interloan of materials. In our proposals we identified thirteen objectives, the required two plus eleven more which I'm going to discuss with you in a moment.

I want to speak further about our pilot structure. As I said, Oswego County has nine public school districts and one private school district. We were fortunate in that all ten of our districts asked to be part of our proposal from year one. We have a System Advisory Council, which is our policy-making group. The Advisory Council is representative of all the people we would serve, that is, the school librarian, the school administrator, the classroom teacher, the student. We have ex-officio seats on the Council for the public librarian, the college librarian, and other system staff. This Advisory Council will be meeting about four or five times a year and will help guide us in terms of service and policy development. Some of the most interesting input comes from students on the Council, so don't ever forget to include them in any venture you are doing. They know their needs and are probably as creative as anybody who will come to such a group.

We also have a group of district contact people or coordinators. These are the people who will implement the system services in each district. They all are, by Commissioners Regulations, certified library media specialists. We wanted to be certain that any state effort recognize that professional training and competence is critical to the implementation of a system or network. Each district has identified one certified librarian who is our contact person for that district. It is through that individual that we do the actual delivery of services. That person then implements sharing with all the other buildings of his/her district. These people have not been given any extra time, support, or anything else for these assignments. They are doing it because they believe in it. It is extra work, but it can save some time too. I'll give you an illustration of that a bit later.

We received $50,000 a year for our project for the three years. That sounds like a terrific amount of money, perhaps, but it buys one project coordinator, a part time staff clerical person, and the rest of the money goes into OCLC contracts, communications services, printing, publications, consultants, and so forth. It does not stretch very far. We are working hard to be innovative and creative with what we want to do and the means available. There are not a lot of dollars. It may sound rich until you start to spend it, and then it is not a lot of money.

I would like to show you our thirteen objectives now, and you can follow them on the yellow Fact Sheet. I will enumerate briefly within each one.

1. Initiation of OCLC support for: a) development of a Union Catalog(s); b) cataloging and processing service; and c) interlibrary loan.

We are going to be using OCLC for the development of our union catalog, and we may also use it to receive cataloging and processing for our schools because that is a feature of OCLC. They have just announced an interlibrary loan subsystem through OCLC, so we may eventually use that for interlibrary loan transactions even beyond the county.

In regard to OCLC and everything we are doing, I might mention that we had very little trouble coming up with what we wanted to do. But as you get into something and really start to negotiate contracts, develop the profiles with all the work involved, it is much more time consuming and slower than meets the eye. You have to be prepared for some frustration when you are initiating a new idea. In the role we have in coordinating our school districts, we also have to be prepared to keep them enthusiastic, motivated, and excited as we find delays. Our school librarians hoped to come back to school in September with our OCLC terminal here, ready to go. It is going to be at least December before this happens, so in the meantime we have to show them what else is happening and keep their motivation at a peak

while helping them understand delays. And, there are unavoidable delays in anything new like this.

2. Expansion of an existing Union List of Serials to include elementary school and area public and academic libraries.

We have had, in Oswego County, a union list of serials in our high school libraries for some four years. Now, here is where I can give you an illustration of cost-effectiveness. The high schools in our county subscribe to over 350 periodical titles. We have only nine high schools, each district having one. Their only way to share and cooperate is across district lines. By the way, the first place to start is with serials or periodicals as it is easy and can be done manually. You don't have great numbers of titles to deal with. By creating our union list and just knowing what each other had, and by using delivery service which already existed in my Center, every high school in the county increased its access to periodical holdings by a minimum of 70%. No new dollars were spent! Superintendents liked that kind of information! We did not spend a new dollar, and yet our teachers and students had access to many additional periodical titles. That union list is going to be expanded through the system project to include the holdings of the elementary school libraries and the public libraries. So, we will have a county list of serials.

3. Improved availability for easy communication between participating agencies via telephones, mail and delivery services, newsletter and directories.

The next objective was the communications one. Those of you who work in school libraries know the frustration of not always being able to call someone on the telephone. It is still one of the major problems which confronts us. So, through the system grant, we will place a telephone in each of the district coordinator's offices. Every district will at least have immediate telephone service to us and to each other at that level. We will also be funding a long distance allowance charge for them on a monthly basis, because we have three telephone companies in Oswego County and to call almost anywhere

costs money. Two of our schools already had telephone service in place in their school libraries; in those cases they may not ask us to fund anything new except the long distance allowance. Again, this goes back to the premise that I shared with you from the Regents and the legislators which was to use what already exists.

We also have developed a system newsletter, the first issue of which went out about a month ago, and this is very useful. And, we are developing a directory of all the libraries in the county, with such information as staff people, telephone numbers, hours of service, special programs, special collections, etc. This will be useful for the general public, as well as the schools.

4. Photocopying support including xerography and microform printing.

The fourth point, or objective, for system service has to do with photocopying support, that is, budget allowances to copy items for loan, within the provisions of the Copyright Law, and for microform printing. This may differ in implementation from school to school. For example, we have one school which has excellent microform holdings, i.e., the New York Times Data Bank and several other special holdings. Their comment to the system was, if you help fund duplication costs using our equipment, we will share those resources with every school in the county. This means that no other school has to buy that material. All we have to do is give them money to pay for the cost of copying from their holdings for other schools. It is that sort of support which a system can provide.

5. Consultant services in identified areas of need, for example, library skills curriculum development, teaching methodology, storytelling and booktalks, library public relations, copyright, federal projects, technology, and staff training; and

6. Public relations -- improvement and support.

The next objective is consultant services. In rural areas particularly, I think our staff members can become isolated from pro-

fessional experiences. This is true of the clerical and support staffs as well. It is very difficult, just geographically, to get to the meetings, state conferences, and other professional development activities. One of the things we want to do is make some of those opportunities available right at home, within the confines of our county. We want to take the consultant services into that school library, if that's where they need to be. For this coming year, we have two to three programs already planned. We will have very intense training for support staffs in utilization of OCLC that will be an inservice program for people in all the school libraries.

For the professionals, especially the elementary school librarians, we will have Lucille Thomas (a former president of the New York Library Association) meet with us on a city-wide storytelling contest in New York City for young children. Imagine the logistics of doing that in New York City. Yet it has been highly successful, and she has the process documented. It begins with building level competition of elementary school children learning to tell stories. You can readily see the articulation with their other educational experiences, e.g., reading. Usually it is the school librarian in a building and the reading consultant who start by working with the children who are interested. There is then competition at the building level which goes on to competition at the district level. A run-off within the five boroughs is followed finally by the citywide contest with ten children finalists who are unbelievably good. They compete in front of large audiences, tell their folktales, and then are judged with awards given. It has been a marvelous thing for libraries and reading and children in New York City. We hope to use Lucille's model and begin a countywide storytelling contest for the children in Oswego County. The elementary school librarians will be the primary people working with us in this regard.

The other area of staff development which we are emphasizing this year is public relations. I think this is such a necessary

focus. We will be capitalizing on the White House Conference event,"Be With a Book for a Day," and have ordered thousands of the stickers. Further, the system will write columns in local papers, do talk-show work on television, do public speaking, etc., just to let people know what the school library is doing and able to do and the excitement that goes on there. Good PR is unfortunately usually left until budget time. We hope not to do that any more, instead doing it all year long and making people aware of the services of school libraries. A public relations "make and take" workshop is also planned for December.

7. Duplicates exchange.

The next area of objectives is a duplicates exchange program. By the way, most of our meetings are on school time, which is another reason why it works. We are not asking people to volunteer, but rather this is a part of their work, a part of their job. The superintendents have agreed to accept this. Since we started meeting, there has been an informal exchange of materials going on. Now we will be doing it formally; we will have lists for gifts and exchange.

8. Expansion of existing "Book Look" project to be a full cooperative materials review service.

For two years we have been in contact with major publishers and media producers in the country and have asked for examination materials to be sent to our BOCES centers. In turn, we publicize what is available to the local school librarians and teachers so they can examine these first-hand before they make purchase decisions. They find this service of enormous value for two reasons. One is that many of them cannot frequently attend meetings with commercial exhibits, and they are then dependent upon the book review or the media review, which is good only to a certain extent because very few book reviews give you the true potential or dimensions of an individual item. Secondly, our school librarians are increasingly looking for books with multicurricular application. Those potentials require being able

to evaluate the book in-hand. As a result of "Book Look," they can spend their precious dollars much more wisely. We intend to include more books and audio visual material and in fact have already begun doing that.

9. Identification and/or development of special collections for system-wide ownership and/or sharing.

The next objective is to develop special collections and/or share special collections. We have a high school librarian who has a great interest in Africa. She visits there every several years. And she has a social studies teacher on her faculty who is also informed on Africa, having made several visitations there. Together they have developed an excellent African studies collection for their high school, superior to anything we would expect from a high school in our area. She is delighted to make this a countywide special collection.

Where such special collections don't exist and we identify a need for them, the system can see that they begin to exist, either through central collections developed at the system-level or through funding individual libraries to develop them at a local level with the agreement to share.

10. Countywide "ready-reference" service.

Countywide ready reference service is a long-lived dream! With the telephones it will be easier. We can just pick up the phone, knowing who has what reference collection; this is where a time-savings element comes into the system. We won't have to exhaust ourselves on the mere chance that one of our reference books might have the answer to that question, knowing it probably doesn't. Instead we can say "so and so" has an excellent reference collection in the area of, for example, nutrition or health education. So, I won't spend my time looking but will call there and get the information needed.

The same factor is true with our interlibrary loans. The school librarians in our area now do not spend their valuable time looking and looking for that elusive material if they know it's

readily available some place else. It takes two minutes to write out an interlibrary loan transaction as opposed to maybe two hours of futile searching just because you want to be sure that you don't have it.

11. Expanded access to and use of available area, state and national data base services.

We are fortunate in being close to the State University College in Oswego because they have some eighteen data bases on-line, e.g., agricultural, medical and psychology data bases. In the schools many teachers, gifted students or students doing independent study projects need access to such data bases. So, the system will be contracting with the College library for use of their data bases to meet those people's special needs.

12. Feasibility of countywide "library card"; and

13. Feasibility study of expanding access to school library resources and/or services during times of non-school operation.

The last two objectives are simply feasibility objectives at this point. One is the feasibility of expanding access to our school library collections beyond the school day. This is a situation which should concern all of us. The school libraries in this nation have more materials than any other kind of library, i.e., 650,000,000 items. It is a "crime" that those 650,000,000 items are accessible at best six hours a day, five days a week, nine to ten months a year, particularly in rural areas where school libraries are often the closest points of access for the citizenry. Some of our rural areas have no direct public library service. In other cases, they have only a bookmobile every two weeks. The school library, however, in most places is within walking distance or at the very least a few miles away. Every community has a school. We will be doing a feasibility study to see how we might expand access to those resources in the summer, in the evening, or on the weekend. If we have to find some special funding we are going to try to find that special funding. We

have instances of local village boards who have been willing to contract with their school library for summer service emphasizing children's reading programs.

The other feasibility study is that of having a county-wide library card so that any resident in Oswego County could go to any library in Oswego County and have use and borrowing privileges. Because taxes have paid for almost everything that's there, our belief is that everyone has a right to use what's there. Local governmental and jurisdictional boundaries are artificial in this case. We must find a way to open access to everyone who needs a particular bit of information.

Now these two areas, as you notice, are really couched in the term of "feasibility," because we are not sure what all the implications are. We want to look at the possibilities, and hopefully within the three years of our project, we will come up with a way to do them or a reason that is valid for not doing them.

I also mentioned earlier that we are looking toward some formal cooperation, even though we are basically a school library system, with academic and public libraries through the two systems that already exist in our area. We have identified four particular directions for beginning the first year. One area is to participate in the North County Library System Gifts and Exchange Program. We can send our lists; we will get theirs. Secondly, we will share our union list of serial holdings for all the schools with their serial lists for the region. They do not have any school library holdings in their union list at this point, but only those of academic, public, and special libraries. Third, we will be offering joint continuing education programs for our respective staffs.

Fourth, we will have an inter-face of our delivery systems. Our Center has a van which goes to every school district in our county twice a week. We deliver items from our regional collections to all those schools. The public library system also has a delivery service

that goes to the local public libraries on a regular basis. It's a very simple thing, really, to put our schedules together and find at least one or two spots where we can meet on a regular basis and swap materials from system to system.

And last, we operate a Job Information Center (JIC) within our Center. That Job Information Center is something we have done with CETA funding for years. We are hoping the North Country Public Library System will cooperate in its ongoing funding, because typically in New York State it is the public libraries systems which offer Job Information Center service to residents. The North Country Library System has not provided one in the past, and they seem delighted that we have one in-place for which they can cross-contract.

In conclusion, I would like to share with you what I call some quotable quotes, re: school library systems.

> ..." I was going to retire this year, but this system is just too exciting not to be a part of it."
>
> ...(Principal): "My librarian doesn't have time for all she wants to do or has to do. How in the world can I ask her to add responsibilities such as preparing interlibrary loan transactions."
>
> ...(Librarian): "She will have time saved" (and I have explained to you how that is defensible).
>
> ..."Don't we all have basically the same collection? What would there be to share?" (Our system research show only about 40% is duplication!)

In conclusion, I can report enthusiasm and superb cooperation to date. Tangible results would much better be reported a year or two from now, because in reality we have only been into programming for two to three months. Already the New York Library Association is working toward a study bill for introduction into the next legislative session to allow discussions on a mechanism for providing ongoing state operational aid. This goes back to the point of the Legislature

saying "How can we fund something that doesn't exist?" With a study bill, you don't expect passage, but rather study.

We have had good cooperation from all parts of New York State, and I want to close by saying that we are blessed in having superb leadership at the state level: in the Governor's office, the Legislature, and the State Education Department. That is an extremely important factor in our success to date.

## PUBLIC-SCHOOL LIBRARY COOPERATION IN RURAL AMERICA ... A VIEW FROM THE STATE LEVEL

Elsie L. Brumback, Director
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I'm delighted to participate in your conference on Partnership for the 80's: Public-School Library Cooperation in Rural America, a very timely subject and one for which we, in North Carolina, share your interest.

You have just heard about the way New York State is organized at the state level for administration and management of school and public libraries. Unlike New York State, school and public libraries are under separate agencies in North Carolina but the heads of both agencies work closely together and are members of the Governor's Cabinet.

The two governing agencies are the Department of Cultural Resources and the Department of Public Instruction. Public libraries are coordinated by the State Librarian and his staff who are part of the Department of Cultural Resources. School libraries are called school media centers in North Carolina and are directly responsible to the State Board of Education. The State Superintendent for Public Instruction is an elected official who represents the State Board of Education on the Governor's Cabinet. Although formal agreements for cooperative ventures take place at the Governor's Cabinet level, the actual implementation of these cooperative ventures takes place in a more relaxed informal setting as members of the State Library staff and the Division of Educational Media staff sit down and plan together to carry out the cooperative arrangements.

I want to do two things here today: (1) describe briefly some of the cooperative events that have been planned and implemented at the state level from 1958 to the present, and (2) describe North Carolina's first school-housed public library that was opened in September of 1978 and has proved to be a successful cooperative venture.

As far back as 1958 there were cooperative type events or ventures in North Carolina that were implemented at the state level. I firmly believe that it is imperative that cooperation begin at the state level. State staffs must set examples instead of "mandating" cooperative activities and expecting them to take place at the local level. I am pleased that in North Carolina we have state level staffs who do work together very closely. As far back as 1958 there was a "Policy for Interlibrary Loans," a sheet stating the way in which school and public libraries would share resources. In 1961 a joint position paper was developed and distributed on the coordination of school and public libraries. In 1971 an extensive study was co-sponsored by the State Library, North Carolina Library Association, State Department of Public Instruction and the several colleges and universities in the state. An outside consultant was hired to work with a Task Force to take a good look at all types of libraries and resources and make recommendations as to what should be taking place in North Carolina involving resources sharing and networking. The report of the Task Force was entitled "The Next Step for North Carolina Libraries: A Library Services Network." Most of the recommendations which were outlined in the Task Force report have taken place at the college and university level rather than in school libraries. For example, a statewide interlibrary loan service is commonplace among college and university libraries, special libraries, and public libraries but not among school libraries. Some of the reasons you have already heard today -- lack of telephones in school libraries, data bases, access to computers -- are the same problems that we face in North Carolina.

In 1972 a small group of people in Pamlico County was named to study the feasibility of planning North Carolina's first school-housed public library. A member of the Division of Educational Media staff and of the State Library staff participated in this Feasibility Study Committee. In 1974 shortly after the new State Librarian was named, the two division heads met to discuss joint library needs in North Carolina. One of the first things that we decided needed to be done was a joint study of what were the 16mm film holdings, where were they housed, who were their users, and what were the guidelines for using them.

As a result of that statewide study, several cooperative ventures were undertaken involving 16mm film libraries in North Carolina offering services to rural libraries that did not have access to 16mm film collections of any kind previously. It was also ascertained that the State Library had an extensive film collection that could be opened up to rural school libraries that did not have access to other collections. In order to facilitate faster turn-around time, our Department utilized an existing computer service to develop a computerized 16mm film data base available to anyone in the state willing to add his unique film holdings to the system. We also found that our Department's 16mm staff development collection had a lot of films that both parents and public libraries were interested in borrowing. As a result, we were able to open up both of those film collections. In order to have some control over who was using them and how they were being used, the school librarian goes through the local public librarian, who uses the State Interlibrary Loan service to obtain and return the film to the original owner. A similar system is used for borrowing films that we have in our 16mm staff development library. We now have 16mm film collections in the eight regional centers geographically located throughout the state, and the public can borrow these films also by going through the local public library. This is another example of a cooperative venture that was started as a

result of the 1972 feasibility study in an effort to share resources already available.

Some other important cooperative events happened during 1977. One of the most significant was librarians (school, public, academic) joining together to plan strategies for getting legislation passed that would benefit everyone. We realized that we were not together as librarians--school librarians were blaming public librarians for not cooperating and in return, public librarians were saying that school librarians were not cooperative. Regional meetings were held throughout the state where all types of librarians met to decide what type of library legislation would benefit all of us. It was decided that on many of the main issues we needed to go to the legislature as a unified group of libraries with a consolidated library package. One of these recommendations was legislation that would give the State Librarian the responsibility to plan and coordinate cooperative programs between various types of libraries within the state as well as to coordinate state development with regional and national library programs. There was money attached to that "bill" to help implement it; the funds were not passed, but the legislation was! So we got half of what we wanted which opened a lot of doors because previously there had been no legislation that gave the State Librarian that authority even though some of it has been assumed in the past.

At the same time the legislation was passed, the Community Schools Act was passed. It was a mandate to increase community involvement in the use of all public schools including all types of library resources, personnel and facilities. There was money included in that Act to hire school community coordinators for the 145 school systems (100 counties and 45 city school systems). Public librarians were a little concerned about this Act. They were afraid that it would take away from the use of the public library (including funds that would be channeled into the public libraries) by opening schools in the evenings and on weekends for use by the entire community. We have found this

not to be true; in fact, we have found just the opposite. Opening up the schools and having school advisory committees plan what courses would be offered for parents and students in the evenings and on Saturdays has brought school and public librarians together to plan how to serve better the clientele using resources from both libraries.

For example, a new high school was being built in Wake County at the time the Community Schools Act was enacted into law. So in planning the library facilities, the architect made certain that outside doors opened directly into the library, that additional shelving was included to house special collections that would be brought from the public library, and that an adjacent community room was included that could be used for special presentations or exhibits. As a result, Community School staff can include plans for library activities as they plan courses that will be offered in the evenings, e.g., special programs for wives in the library while the husbands are taking courses down in the auto mechanics wing or the vocational wing. These classes or special programs would be sponsored jointly by the school librarian and the public librarian. Special materials that public libraries would have that school libraries would not could also be brought over and put on a special display to publicize special events. Even though both school librarians and public librarians feared the Community School Act when it was first enacted, they have found that it has helped to promote the cooperative efforts that needed to take place but that no one took the initiative to get to work.

Tarheel Libraries is a publication which came about as a direct result of the legislation that gave the State Librarian the authority to make certain that cooperation did take place in all types of libraries. An editor was employed in 1977 for Tarheel Libraries, and this has become a newsletter serving all types of libraries in North Carolina. It is a bimonthly publication and carries a job line, legislative update, announcements of forthcoming meetings for

all types of librarians, and publicizes cooperative events that are taking place in all types of libraries across the state. It has been instrumental in fostering better public relations and communications among library professionals.

In telling you about our unique school-housed public library located in Pamlico County, we want to emphasize the fact that it is not something that we think will work in all situations, but it is working in this remote area of our state. It took almost five years from the early planning stage to completion. Pamlico County, located in the extreme eastern part of the state, is very remote from other parts of the state. Most of the people make their living in the fishing industry, either taking out fishing parties, bringing in various kinds of fish for sale, making various kinds of nets for sale, or making and selling boats. The one town in the area that is large enough to support a consolidated high school is Bayboro which happens to be the county seat. Needless to say, it is a very isolated community. People living in this area have to drive forty-five miles to the nearest shopping center, theater, or any other kind of cultural activity. Pamlico County has three elementary schools, one junior high, and one senior high. Students are bused in from a radius of forty-five miles to attend these schools. In 1972 a one-room public library with a small collection was opened a few hours two afternoons per week for interested users, with a volunteer staff.

It did not appear to the feasibility study committee in early 1972 that there was any possibility of getting any other kind of public library service except for a bookmobile that could make a stop in Bayboro once every two weeks. The committee worked long hard hours in going over various aspects of the school-housed public library and in reading and studying other combined facilities that had not worked, trying to ascertain why they had not worked. Superintendent George Brison recommended to the committee that, since they were getting a new addition to the high school anyway, it would not cost much more to

make the new library the kind of facility that would give people in the area access to school and public library services. After many months of planning and discussion, a formal contract was agreed upon and signed by the Board of Education, County Commissioners, Regional Public Library Board, and local Friends of the Library.

In 1978 the doors were finally opened for the formal dedication on a brisk fall Sunday afternoon. I have never seen such an elaborate dedication of a structure as when that new facility was opened to the public. The large auditorium which is part of the library was completely filled. People came from miles around to stand in the back of the auditorium and even out into the street. The school band played; the mayor cut the streamers that opened the door; and when they introduced all the people who had been involved in the planning of this facility, it took quite a long time because the entire Board of Commissioners was there, as well as the School Board and the Public Library Board.

In a combined facility such as this, the careful selection of staff is very important. The man hired to be director of the library has both a school library background and a public library background and was brought in from outside the state. He also had experience in a similar type situation prior to being named director of the combined school/public library. The school librarian, who had been employed at this school for many years, was retained as the assistant director. A new outreach librarian was hired to work with children, older adults and special programs. A reference librarian and clerical staff completed the personnel assigned to the center. The staff decided to stagger their work hours so that there would be both professional and clerical staff on duty at all times when the library was open.

Daytime use of the library appears to be very much like a regular school library. You will have library science classes (where the librarian is teaching library study skills) on one side of the

library, while in other parts of the library individual students are doing reference and research activities, using study carrels with audiovisual equipment, browsing, or just reading magazines and newspapers. In the Easy Room, which is a separate room with glass around it and a little folks' bathroom behind it, you might find kindergarten students from the school next door having a story hour or involved in the process of choosing their first take-home books. These children have a school library in their elementary school, but this is like a visit to the local public library so that they will be able to use the facilities and resources independently when they come back with their parents in the evenings or on weekends. The large auditorium is in use almost constantly for various types of community activities. Prior to this new facility, there was no place for the community to view cultural type programs. Afternoon and Saturday morning film programs are popular with young and old alike.

From the outside, the only way that anyone would know this is a joint library is by the sign on the streetside book return deposit box designed for convenience to the adult patrons and handicapped. A bookmobile parking spot at the back door with extra wide doors allows for regular pickup and delivery services to and from the Regional Public Library forty-five miles away. Yes, we've come a long way in this small rural town from one small room with very limited hours and very old outdated materials to a full fledged media center and public library with informational services, cultural resources, and educational possibilities. I must reiterate that we are not recommending that school and public libraries merge their facilities and collections. In this particular situation it was the remote location, the dedicated people who wanted good school and public library services, and the many years of careful planning that made it work. I know of no other place in North Carolina where it would work--but in Pamlico County it is working!

Another joint venture that made a great impact on school and public libraries in North Carolina was the Governor's Conference on Libraries held in October 1978. The positive way in which it was organized and carried out helped to bridge feelings and bring about a more positive and open attitude between school librarians and public librarians. Prior to the planning of that Conference in 1978 there was a feeling that I call "the blameful you." You've probably heard high school librarians say, "If they only taught library skills the way they should at the elementary level, when the students got to me I wouldn't have to spend all my time doing remedial work." And the elementary librarians say, "You know those high school librarians don't have anything to do but just sit over there and check out books all day; we have to do all the skills teaching at this level." So there's always that little bit of "blameful you" feeling back and forth. A similar type of "blameful you" feeling has existed for years among public librarians, school librarians, and academic librarians. It reminds me of when I was a child and you got really mad at someone your age you'd say the worst thing you could think of to them. And they, in return, would say the worst thing they could think of back to you. When it got so that you couldn't think of anything any worse than what they had said about you, you would say, "You're the same only double!" This was what we tried to overcome during the regional meetings for all types of librarians. We agreed to be very positive--to talk about librarianship as a career, libraries of all types in North Carolina, where we wanted to go, how we wanted to get there, and how we could use the Governor's Conference to accomplish these goals. It was not an easy task but with everyone committed to the idea, it became a reality and the resolutions that came from the Conference attest to the fact.

Another cooperative venture that has been very successful at the state level is the annual jointly sponsored storytelling festival on the Capitol lawn. During National Library Week every year for the

past four years, the State Library and our Department have jointly sponsored storytelling on the lawn of the State Capitol. Librarians from both public libraries and school libraries travel to Raleigh to tell stories using all different kinds of props. We also have high school students who are involved in the library science student assistant's program who like to tell stories to children. When one of the consultants on our staff in scheduled to conduct a storytelling session for school librarians in some part of the state, all of the children's services librarians in that area are also invited to come to hear the storytelling techniques and see the program. Likewise, Diana Young, a State Library Consultant, invites both school librarians and public librarians to be a part of her workshops, also.

Another service that we have recently made available to all librarians of the state is our Division's Materials Review and Evaluation Service. Our MRE Center has a staff of ten people handling materials from over 900 publishers and producers representing forty different types of media. Annotated bibliographies of recommended print and non-print materials are developed and distributed to libraries across the state. The recommended materials are kept in the examination center for eighteen months after the publication of the bibliographies for librarians to examine firsthand before preparing their orders.

In conclusion, I want to share an incident with you that happened not long after I moved to North Carolina and was traveling to a remote area of the state trying to find the small town of Bayboro. I came to a crossroads with a sign pointing in three different directions with the word "Bayboro" on it. Being confused, I asked an elderly man sitting beside the road whittling on a stick, "Does it matter which road I take to Bayboro?" Very solemnly he replied, "Not to me!"

I think this sums up the general public's feelings toward resource sharing, cooperative ventures and networking. They are not

concerned how we reach our goal but they are concerned that we become more accountable, that we continue to move forward even with reduced budgets and escalating prices. How we do it is up to us! In view of this, I feel that it is imperative that we design state and local plans that fit our particular situations and meet our respective needs. Plans that will work well in North Carolina may be very different from those that will work well in New York, Pennsylvania, and other parts of the country. Therefore, I do not feel that we can mandate nationally one system that will work for all types of libraries.

I know of no better way to start our individual plans for better school and public library cooperation in rural America than doing what we are doing right now--spending these two days sharing ideas with each other of successful and some not so successful ventures that we have experienced in our "unique corners of the library world." I challenge each of you to develop and implement a cooperative plan that meets the library and information needs of your respective library users. Thank you for allowing me to be a part of this great cooperative venture!

# LIBRARY COOPERATION AND THE LIFELONG LEARNING PROCESS

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I propose that lifelong learning is a major responsibility of public libraries, public and private schools, colleges and universities, and that it is currently a need that is recognized by the citizens of most communities.

Such a common major responsibility is a natural beginning point of cooperation among public libraries, schools educating in grades one through twelve, colleges and universities. Such a beginning point may ultimately be more productive than attempts at starting cooperation between types of libraries in library-type activities and responsibilities. Lifelong learning is a common touch-point for many other community organizations as well.

I will endeavor quickly to overview lifelong learning and its relevance to libraries and schools, as well as several projects that relate to Oklahoma City and Oklahoma County. It is my intent to afford you ideas, suggestions and possibilities concerning cooperation that may at least partially relate to your organization and your community.

For our purposes let us define lifelong learning as the "totality of learning that takes place during the life of an individual." It includes "incidental" learning as well as learning that an individual purposely pursues. While libraries certainly are a factor in the "incidental" learning process of many persons, we will neces-

sarily deal with the directed, purposeful learning efforts of individuals as our primary interest.

Lifelong learning, in our definition, encompasses other terms such as continuing education, independent learning, community education, adult education, and others. Our lifelong learning is of interest primarily to those persons who are age sixteen years or older, although those who are younger are included in some activities. It also emphasizes serving those persons who are not currently engaged in a formal learning program.

It includes all forms of formal as well as informal learning. It also includes learning for any purpose, whether the purpose is associated with advancement in an employment situation, career selection or career change, health, cultural understanding or enrichment, planning for retirement or any of the many reasons that individuals consciously seek to engage in learning.

A lifelong learning program will attempt to deliver the learning desired by the individuals, to be served at times and locations that are most convenient and comfortable for the learners. It will also attempt to deliver the desired learning at the least possible cost. The learning experiences will be structured to provide the specific learning desired by the learners and will maximize meeting the purposes of the learners above needs or constraints of the organizations or institutions providing the learning experiences.

Obstacles to participating in learning by potential learners will be recognized and efforts made to neutralize such obstacles by those organizations or institutions providing the learning experiences. Examples of such obstacles are: lack of transportation, fear of an institutional setting, lack of educational background, cultural inhibitions, need for counseling, need for child care while participating, need for financial aid. There are many others that could be listed.

When we speak of libraries being involved in the lifelong learning process, let's emphasize public, school and academic libraries as those libraries who have primary potentials and responsibilities for engaging in such programs. We should further recognize that we are seldom speaking of academic and school libraries as entities unto themselves as are public libraries. While public libraries are organizations that are established and funded solely for providing "library services" to an identified community or audience, school and academic libraries are a subpart of a larger organization whose major mission is developing and delivering educational programs. The school and academic libraries must first serve their assigned roles in accomplishing the missions of the organizations of which they are a part, whereas public libraries are organizational entities unto themselves and are charged solely with meeting the mission of providing "library services" to their legally or otherwise assigned communities.

This differentiation is important to our considering the possibilities of forming and conducting lifelong learning programs, in that quite often such programs will involve the totality of the organizations attempting the programs, rather than just libraries as such. It is highly probable and desirable that academic and school libraries act as catalysts to involve their institutions in a lifelong learning program. It is true that public, college or school libraries can and should be a significant cornerstone of such a program.

There are many reasons we can state for libraries, schools, colleges and other community service organizations combining into cooperative lifelong learning programs, such as avoiding duplication of services, gaining wider community recognition and support, reducing the cost per person served by all cooperating institutions, meeting current and developing community needs for service, and enriching the lives of the individuals in the community. Some of the reasons that have been stated in recent years by other sources relative to the

roles of colleges and universities are as follows:

> In the publication titled Diversity by Design, written by the Commission on Non-Traditional Study, Samuel B. Gould, Chairman, and published by Jossey-Bass Publishers in 1974, the following observations and recommendations were made:
>
> > Recommendation #12: There should be continued experimentation with forms of non-traditional study which minimize the traditional rigidities of campus life: time (prescribed years of study); space (residence on campus); and systems of academic accounting (credits or honor points earned).
> >
> > Recommendation #13: The distinctive patterns of non-traditional study in each of the major institutions of higher education -- such as the community college, the small private college, the land-grant college, or the single or multi-campus university -- should be further explored and defined.
> >
> > To be truly non-traditional, the institution evolving out of the old junior college must become a fifty-year college, not a two-year college. It must in time have programs and sequences of programs of almost any length, with students attending as they are motivated.
> >
> > Recommendation #20: Colleges and universities should put more emphasis on the avenues they open to learning for its own sake and less on the earning of degrees; adult education which is free of credit should be encouraged; and employers should be made to show clear and justifiable reasons for requiring diplomas or degrees as prerequisites to employment.
> >
> > A better balance than exists presently must be found between the function of degree-granting and straight-forward, uncomplicated service to the learner. The degree, in and of itself, should continue to be a hallmark of accomplishment.

> Institutions, however, could do much to shift the attention of students of all ages from degree-earning per se to learning as a lifelong process, with degrees awarded when appropriate but otherwise deemphasized.

To state some approaches to lifelong learning, I selected the November 1975 issue of the NASSP Bulletin of the National Association of Secondary Principals and the article in that issue by Larry E. Decker. The following is quoted from that source:

> "Community Education is built upon the interrelated processes through which people help themselves and their communities...It should be a process based on citizen participation which produces essential modifications as times and problems change."

## Lifelong Learning and Enrichment

During the past decade, learning as a lifetime activity has become a fundamental theme. As society has increased in complexity, the need for continuous educational opportunities has also become apparent.

The responsibilities for the design and development of continuous learning reside in all major institutions of society and at all levels of the formal and informal education systems. Every institution shares responsibility for fostering lifelong learning and developing a commitment to self-education.

## Expanded Use of School Facilities

Utilization of school facilities is the concern of many community and educational leaders. Sylvia Porter, nationally syndicated columnist, wrote of the waste and disuse of idle public school facilities:

"Our public schools are to an appalling degree unused for long periods, representing an abuse of schools and an extravagance that America simply cannot afford...Most of the schools financed and maintained by taxes are closed for a startling 50% of the time."

## Interagency Collaboration

The function of the community school is to serve as a base for coordination and cooperation between agencies which will aid in eliminating gaps in, and overlap and duplication of, community services. Many communities, both urban and rural, have multiple service agencies that deal specifically with one service or need area. For most of these communities, there is a critical need for greater coordination among agencies.

The process of developing interagency collaborations and cooperative planning in the delivery of human services is a challenge that must be met. Community educators can facilitate neighborhood as well as intra-agency communication, so that there is increased awareness of what is available in the way of services, equipment, personnel and financial resources.

In A Strategy for Public Library Change, a study conducted and written by Allie Beth Martin, published by the American Library Association in 1972, four of the six goals for public libraries recommended in a survey of librarians supported public libraries being active in lifelong learning. These goals were:

1. To provide adult and continuing education
2. To collect and disseminate all kinds of informational, educational and cultural materials, including non-print resources
3. To support education -- formal and informal
4. To serve as a cultural center

In the previously mentioned study, Diversity By Design, the following major recommendations and observations strongly encouraged that libraries have a role in lifelong learning for the community:

> Recommendation #31: The public library should be strengthened to become a far more powerful instrument for non-traditional education than is now the case. This recommendation is directed not only to public officials and public librarians themselves but also to college and university faculty members and administrators...It is a free institution where the individual has open access to great quantities of information. It exists in great numbers, possesses the materials of knowledge, has a public service staff and is a referral point to other resources within the educational network.
>
> The public library can be particularly supportive for people who are working for external degrees or other non-traditional credentials, as well as for those who are planning such programs.
>
> Recommendation #38: Since public agencies have a special responsibility for coordination, educational agencies at all levels of government should coordinate their efforts more efficiently than at present.
>
> At the local level the problem of coordination is very complex and must be solved, if it is to be solved, in many different ways. As suggested previously, the public library, which already provides some coordination by trying to meet the resource needs of other agencies could take on other coordinating functions. Another possible community institution for this work is the local extension office of the land-grant university, although retraining its workers to fulfill this function would be a major task. Still another institution, which would have the same need for staff training, is the community college.

## Lifelong Learning in Oklahoma City

I would like to review briefly three different lifelong learning cooperative endeavors in Oklahoma City and Oklahoma County.

We should start with the Open Access Satellite Education Services (OASES) project, as this was the beginning point and catalyst for the other efforts coming into being. For a number of years the Metropolitan Library System has recognized lifelong learning as a major responsibility of the library to the community and has informally cooperated with other organizations in attempting to fulfill this responsibility. About 1972 the library system began exploring the possibilities of a formal cooperative alliance with the local South Oklahoma City Junior College in providing a targeted, comprehensive lifelong learning program for the citizens of the metropolitan area. After three years of designing and seeking funds for conducting a pilot project, OASES began in July 1976, through partial funding from the Fund for the Improvement of Postsecondary Education.

The two-year pilot was established in a branch public library and its primary target audience was those persons who resided within a three-mile radius of that library. During its two years as a pilot project, OASES was measured and evaluated exhaustively. At the end of the two years, OASES had met or exceeded most of its objectives and was highly successful. The project continues to this date in the same mode, but on a scale that is reduced since the ending of federal funding. Current funding is entirely local and the project is self-sustaining.

There were some problems in the OASES project, and they were mostly related to governance and communications between the library system and the junior college. Most of these problems have since been resolved. Were we able to start over, I suspect that both institutions would insist on explicit, written understandings concerning such things as the meaning of cost-effectiveness, how policies of both organizations would be applied to the joint project, administrative responsibilities and others.

During the first two years of OASES the library system and the junior college involved many citizens and other community organizations in the project. The project was also highly publicized. Late in 1978 the Oklahoma City Public School System approached the college and the library concerning the possibility of building a comprehensive lifelong learning consortium of many organizations that would serve the urban/suburban/rural areas of the metroplex. These discussions led to a first meeting of approximately forty different community organizations who were interested and/or involved in lifelong learning. Representatives from state agencies were also involved.

As the process began and continued, it was decided that the development of the consortium should consist of three phases. The three phases were as follows:

PHASE I:

1. Identify and attempt to involve all organizations with an interest or involvement in lifelong learning for the community.
2. In the first few meetings define the meaning and purpose of lifelong learning, proposed purposes of the consortium, vested interests and problems of the various organizations in considering participation in the consortium, and the positive possibilities of cooperation.
3. By an agreed date complete a written formal agreement. It was assumed that those organizations that could not agree to the specifics set forth in the written document would drop out of the consortium.

PHASE II:

Executive officers of those organizations who were still interested in participating in the consortium, based on the results of the drafted formal agreement from Phase I, would meet. In these meetings any additions, changes or deletions found necessary to the

existing written formal agreement will be made by the executive officers.

PHASE III:

The resulting final written agreement will be taken to the governing bodies of the respective organizations and formally adopted. Soon after such adoption the formally organized consortium will plan and begin its first pilot project(s).

At this point in time (early October 1979) the consortium process has just completed Phase I, and Phase II is scheduled to begin by the first week of November. About twelve-fourteen organizations were interested enough in the consortium to participate in Phase II; these include the public library system, the junior college, Oklahoma City Public School System, City of Oklahoma City, Areawide Aging Agency, Community Council, Community Action Program and others. Phase II is anticipated to end by December 31, 1979.

Another lifelong learning project in the Oklahoma City area, in which the Metropolitan Library System is involved, came as a direct result of the activities of OASES. Late in 1978 the University for Man project personnel, from Kansas State University, contacted the library system concerning a possible joint project that would include the library system and institutions in three other states. The proposed project would replicate the proven lifelong learning program of the University for Man in the four state areas. The University for Man concept essentially involves a parent body institution establishing lifelong learning projects in rural communities. Once established, these projects are financed by local community funds and operated by residents of the community. The basis of the concept is that learning experiences produced in a given community are in response to identified community needs and interests, are usually not connected with formal education credits unless desired or necessary, and are taught by community residents most of the time.

The Metropolitan Library System agreed to join the University for Man and the organizations from three states other than Oklahoma and Kansas in seeking funding for this pilot project. The library system proposed that the two-year project would establish lifelong learning, community-based projects in the fifteen or so rural communities within Oklahoma County. The funding proposal was made to the Fund for the Improvement of Postsecondary Education (FIPSE).

The library system was notified in August 1979, that the project had been funded through FIPSE. As of October 1, 1979, the project has already begun in Oklahoma. We were fortunate in securing the services of a former employee of the OASES project to direct the project.

Cooperation between organizations can be a difficult political and financial problem that may take longer to solve than we might prefer. The organizations who would cooperate have vested interests and constraints that must be dealt with in the beginning if a cooperative endeavor is to be successful. In attempting a cooperative endeavor between two or more organizations we should operate from the premise that cooperating entities will expect that any proposed cooperation will allow them to protect their "turf" in the community and that their benefits from participating will at least equal the value of various resources that they share.

Perhaps the question of cost of cooperation would be better examined as to whether or not it is cost-effective. The question of cost or cost savings of cooperation usually arises. In our efforts to date, we have found that formulating and beginning a joint venture does cost additional resources. Once ventures are established, however, we attempt to examine them as to their cost-effectiveness. This is achieved by projecting and measuring such things as actual net cost per person served by the cooperative effort as compared to what the same cost would be if only a single institution were providing the services, and predicting a break-even point of activities at which there are zero additional costs for the cooperating institutions.

A number of factors can be identified that may predictably have a bearing on the cost-effectiveness of a cooperative venture. Among these are:

1. Whether or not the activities of the cooperative generate new income;
2. Whether or not the mission is a new, expanding role for any of the institutions involved;
3. The extent to which the institutions can accomplish the cooperation by reallocating existing resources that previously were under-utilized or were involved in other functions; and
4. The extent to which participating organizations are able to adapt their policies and procedures to accommodate the cooperative structure as an integral part of their organization and activities.

Lifelong learning is a major mission that is common to colleges and universities, public schools and public libraries, and many other organizations that may exist in your community. It is a current and growing need that presents possibilities for immediate cooperative efforts among learning-oriented institutions.

# COMBINED SCHOOL/PUBLIC LIBRARIES IN THE UNITED STATES

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The author's investigation of the combined school/public library concept was initiated in 1976. The information secured was subsequently included in a thesis submitted in partial fulfillment of the requirements for a Master's Degree awarded by Illinois State University, Normal, Illinois.

Objectives of the study were: 1) to ascertain the number and locations of combined school/public libraries in the United States; 2) to determine whether or not combined libraries could function successfully, and if so, to identify the conditions and circumstances which appear to be most conducive to combining school and public libraries; and 3) to identify strengths, benefits, weaknesses and limitations of combined libraries.

Letters were sent to the chief education officers in each state and to the education officer of the District of Columbia requesting a list of known combined libraries within their areas of jurisdiction. Replies were received from forty-three education officers identifying a possible 128 combined libraries. A four-page survey questionnaire was then sent to all identified combined libraries in each state, except those in Massachusetts and Michigan. In these instances, ten libraries from the thirty-six identified in Massachusetts and ten from the twenty in Michigan were chosen for sampling purposes. (The largest number of combined libraries identified from any other state was nine.) Seventy questionnaires, or

seventy-four percent, were returned confirming fifty-five libraries as combined school/public facilities.

Because of the positive response to the survey, sixty-one abbreviated questionnaires were later mailed to: 1) the libraries in Massachusetts and Michigan which were not contacted through the first survey; 2) the libraries identified by respondents to the original questionnaires; and 3) the libraries which had not originally responded by the November 15, 1976 deadline. Twenty-nine additional facilities were identified in this manner, thus confirming a total of eighty-four combined school/public libraries known to be functioning in the United States in the spring of 1977.

A re-survey of these libraries was initiated in the spring of 1979. Of the fifty-five libraries identified through the responses to the first questionnaire, fifty-two were found to be continuing to function as combined facilities. Twenty-five of the second group also continue their status as combined libraries. In addition, fifty-four more libraries were identified, making a total of 131 known combined libraries operating in the United States, as of October 1979.

The term "combined library," as used in this report, applies to the libraries which were confirmed as being combined by the respondents to the surveys. The conclusions and recommendations made as a result of the study have been based largely on the information collected from the fifty-two libraries referred to earlier. (These are the libraries which responded to the original four-page questionnaire in 1976 and which were continuing to function as combined facilities at the time of the 1979 re-survey.)

Combined libraries are found in all geographical areas of the United States and in thirty-six different states, including Alaska and Hawaii. They are located in all types and sizes of communities, but are most often found in rural areas of the country.

The following charts summarize some of the significant data collected.

## COMMUNITY SIZE

| Population | Number of Libraries |
|---|---|
| Under 1,000 | 6 |
| 1,000 to 5,000 | 27 |
| 5,000 to 10,000 | 11 |
| 10,000 to 20,000 | 6 |
| Over 20,000 | 2 |

## DATES OF MERGERS

| Date | Number of Libraries |
|---|---|
| 1970s | 23 |
| 1960s | 12 |
| 1950s | 4 |
| 1940s | 2 |
| 1930s | 1 |
| 1920s | 5 |
| 1910s | 4 |
| Before 1900 | 1 |

(Kansas City, Missouri Library, the oldest combined library in continuous operation, was organized in 1873.)

SCHOOL SIZE AND TYPE

| Type and Number of Students | Number of Libraries |
|---|---|
| Elementary & high school - Under 500 | 13 |
| Elementary & high school - 500 to 1,000 | 7 |
| Elementary & high school - 1,000 to 2,000 | 8 |
| Elementary & high school - 2,000 to 3,000 | 2 |
| Elementary & high school - 3,000 to 4,000 | 1 |
| Elementary & high school - 6,000 to 7,000 | 1 |
| Elementary & high school - Over 50,000 | 1 |
| Elementary, only - Under 300 | 3 |
| Elementary, only - 300 to 500 | 3 |
| Elementary, only - 500 to 1,000 | 1 |
| Elementary, only - 1,000 to 2,000 | 2 |
| High school, only - Under 300 | 1 |
| High school, only - 300 to 500 | 1 |
| High school, only - 500 to 1,000 | 4 |
| High school, only - Over 1,000 | 2 |
| Not given | 2 |

LOCATION OF LIBRARIES

| Location | Number of Libraries |
|---|---|
| Elementary schools | 10 |
| High schools | 14 |
| K through 12 schools | 13 |
| Several attendance centers | 5 |
| Community culture centers (at a school attendance center) | 6 |
| In buildings other than schools | 4 |

As might be expected, most combined libraries are located in schools. Only a few are found in public library buildings. Others are located in community culture centers which are usually a part of or adjacent to school buildings. From evidence collected in this study and from studies made by other researchers, more important than the type of school is the location in relationship to its accessibility to the public. Authors of some studies have recommended that combined facilities be placed in elementary schools because they are often located near the centers of communities.

Not only is the geographic location important, but the library's placement in the building is of equal concern. Of great importance to public patrons is that there be no steps to climb, that there be a direct entrance to the facility from the outside, and that adequate parking facilities be provided.

A possible solution to the problem of placing the facility in a school which is located in the country or otherwise removed from the center of the community would be to employ the branch library concept. Branches of public libraries are often placed in shopping centers in order to make them more visible and accessible. The Cincinnati Public Library is currently employing the use of small island-type branches in shopping centers in that city. The installations utilize computerized cataloging as well as the registration of patrons by computer. Many school districts operate, in effect, the branch concept by hiring a library coordinator or supervisor and by utilizing a union catalog of materials available on the district level. It would seem to be possible, therefore, for the combined library to be located in a school, or schools, regardless of placement in the community, if small branches could also be located in convenient places, i.e., store fronts, community buildings, shopping centers, churches, etc.

## REASONS FOR LIBRARY MERGERS

| Conditions Contributing to Library Merger | Number of Libraries |
|---|---|
| Need for school library facility, only | 2 |
| Need for public library facility, only | 13 |
| Need for both school & public facilities | 26 |
| Need for school librarian, only | 6 |
| Need for public librarian, only | 2 |
| Need for both a school and a public librarian | 11 |
| Need for both a facility and professional staff | 17 |
| Small size of community | 1 |
| New school with adequate facility to accommodate facility | 2 |
| Not given | 4 |

## CHIEF AGENTS RESPONSIBLE FOR INITIATING MERGERS

| Agent Responsible | Frequency |
|---|---|
| School personnel and/or board | 23 |
| Public library staff and/or board | 11 |
| Financial grant from government | 9 |
| Cooperative effort of both school and public personnel and/or boards | 8 |
| Citizen groups | 10 |
| State level library departments or library systems | 3 |
| Private donor | 1 |
| More than one agency | 16 |

It should be emphasized that planning should involve as large a representation of every segment of the community as possible. There should also be a major effort to inform citizens about the proposed merger well beforehand with opportunity given for citizen involvement in all stages of the development.

All but eleven libraries function under some type of cooperating board relationship or under a specially organized board made up of representatives of the school and public library boards. (The matter of resolving the issues of governance and management is the most important concern and it is the major determinant to the success or failure of the combined library. Further discussion of some of these issues will follow below.)

More librarians responded to the opportunity to list benefits of combining school and public libraries than those who listed weaknesses and problems. Fifty of the fifty-two librarians offered at least one advantage of the combined facility, as it pertained to their communities. Advantages included:

1) Better selection of materials, print and non-print
2) Better reference and periodical collections for students and/or public patrons
3) Library service for public patrons for the first time
4) Elimination of some duplication of materials
5) Better use of financial resources
6) Wider range of media sources including production and video facilities
7) Expanded use of facilities
8) Better physical facilities including community culture centers, in some instances (The community culture center concept is commonly employed in Hawaii and is also utilized in a few libraries in Colorado.)

Librarians from eleven communities volunteered unreserved enthusiasm for the concept as seen from their perspective. The following quotations illustrate their enthusiasm: "The success is unreal, it is so great!"; "I honestly don't think our system has any weakness"; "I could help sell our system to any community"; "The

public has cooperated beyond our expectations and the community is proud of the facility." (A number of librarians emphasized that citizens were proud of their library.)

Forty-two librarians listed weaknesses and problems which were of concern to them. Fourteen were concerned with problems that had developed because the roles, responsibilities and administrative procedures had not been defined sufficiently. (The matter of defining the roles of boards, administration, and employees has also been cited as a major concern in almost every piece of literature dealing with combined libraries.) The matter of the often differing salary schedules for school and public library employees is a related problem that must be resolved.

The second most frequently mentioned problem had to do with inadequate facilities. This was usually seen as being the result of inadequate financial resources and the inability of the library planners to foresee the demands that would be placed on the merged facility. Too often, old library quarters designed with traditional public or school programs in mind, have been expected to accommodate new programs and services, with little or no change in the facility or staffing.

Other problems cited included:

1) The poor location of the library in the building
2) Legal deterrents
3) The noise and confusion of the school setting
4) Lack of adequate parking
5) Inability to serve both groups adequately
6) Inability to communicate to the public patrons that the library was, in fact, a public library
7) The geographic location of the library in respect to public patrons (mentioned only one time)
8) Minor discipline problems because students did not view the library as a school library

9) Censorship of materials (mentioned one time)

A substantial majority--thirty-three of the fifty-two--indicated their unreserved support for the combined library for their particular communities. Programs were considered to be successful and were meeting local needs to a greater extent than would be possible under any other plan at the present time. Most who expressed dissatisfaction did so because of inadequate quarters, staff and/or budgets.

In some communities, the concept has been employed as a temporary solution to providing community and school library services. The state of Wisconsin (Department of Public Instruction and the Bureau of Public and Cooperative Library Services) discourages implementing combined libraries, except on an interim basis. A policy statement, issued by the above agencies, suggests that such arrangements are feasible in suburban areas or housing developments which lack any kind of public library service. Any such plan should prescribe, however, the ways and means to form two separate facilities at a later date.

## Specific Programs and State Sponsored Plans or Studies

### Colorado

Eight combined school/public libraries have been organized in the state of Colorado. One library is located at Fort Lupton. The library and school boards have provided cooperative programs of one kind or another to that community since 1929. In 1975 a contract was approved by the school board and the city council to form a combined library. This facility, housed in a new school building, serves a community of 4,200 residents and 500 students. It provides limited production facilities including a dry mount press, fluid duplicators, a photocopy service--all available to all patrons. The library is

part of a complex which includes a theater, planetarium, multi-purpose room, and a television recording studio.

The Sheridan Library, located in Denver, serves a suburban community of 5,000 residents and 600 high school students. It, too, operates from a new school building. Representatives from the school district, PTA, city council and the Lion's Club, with assistance from the state library and the regional library, were responsible for planning and initiating the project. A full time librarian and a media specialist are provided by the school during the school hours. The public library provides a full-time professional and a full-time assistant who begin work in the afternoon, thereby providing double staffing during the busy time of the day. The public library personnel staff the library during after-school hours.

Hawaii

The library system in Hawaii, which was organized in 1965, was designed to provide equal access to all library media services for all citizens. It is a state wide plan, headed by a librarian who administers the program through six regional libraries. The librarians divide their resources equally between the school oriented services and those that are directed toward the public constituency. Several professional and paraprofessional staff members, each with expertise in a particular area of the school, public, graphic, or media production services, are employed in each of the centers. Emphasis has not been on saving money, per se, but rather on spending it more effectively.

The library at Ewa Beach has been designed to meet every information need. In addition to the traditional services offered in most media/library centers, this facility also includes a theater for live performances and for movies, filmstrips, and slide shows. It has an auditorium and humanities room equipped with closed circuit television monitors, conference areas and media production facilities. All of these facilities and services are available to individuals and groups from both the educational and public sectors of the community.

The program is supported by thirteen staff members. It serves approximately 10,000 people and is located on a school campus complex accommodating over 2,700 elementary and 3,700 high school students.

Illinois

The Wendall Smith Library in Chicago is a relatively new program. It was planned cooperatively by the Chicago Board of Education and Chicago Public Library. It serves approximately 1,000 children and all the residents of a neighborhood community. It is housed in an elementary school which is located within walking distance of a high school, junior college and university. The library is staffed by two full time teacher-librarians and a library assistant provided by the school system. Three professional librarians plus pages and clerical staff are provided by the Chicago Public Library. The school-employed staff work regular school hours and the public library staff works the same hours as other employees of the Chicago Public Library.

New Mexico

The Woolworth Community Library, located in Jal, New Mexico, began operation in August 1978. Jal, population 3,000, is located in oil and gas production country. The school has an enrollment of 725 students. The $1,200,000 facility was built with funds given by the Woolworth family, prominent citizens of the area for many years. The major operation is also funded by the trust fund, but some additional monies are provided by the city and the school. The library will house 35,000 volumes and will accommodate a variety of activities and programs. It contains a film and lecture theater, a children's area, an art gallery, an historical display area, a kitchen, and a hobby and meeting room.

North Dakota

The governor's advisory council in North Dakota recently commissioned a research team to study the concept of combining school

and public libraries for that state. They have been particularly concerned with sparsely populated areas of the state which have difficulty in providing citizens with any kind of library service. The team studied seven school/public libraries which were already functioning in that state. The results were not too optimistic. The libraries did not provide strong programs; they were school oriented; and services were limited to the school day. Most of these deficiencies, however, could be traced to insufficient tax bases. The committee did develop a document which includes guidelines to assist communities in building stronger programs. It is also available to communities who may wish to organize combined programs.

The community library in Oakes, North Dakota, serves a rural community with approximately 3,000 residents. The librarian, responding to the questionnaire, was quite enthusiastic about the program despite the fact it is weak or inadequate, as viewed by the state guidelines. The library was organized in 1925 as a combined facilty. It is located in the high school, but also serves 360 elementary school students along with the 440 high school pupils. The grade school students are brought to the library once a week for browsing and selecting of books. The high school students utilize the facility as needed, often checking out materials for their parents. The public is encouraged to use the facility when it is open. (They may enter directly from the street.) Some adult patrons stop in while on shopping errands. Some sit down at study tables with the students while others browse, make their selections and leave.

Texas

The Olney Community Library and Arts Center was created through a federally funded program in connection with Title III ESEA (Elementary and Secondary Education Act). The project was initiated by the citizens of Olney in 1971 as part of an overall community planning project. Olney, with approximately 3,625 residents, is located in the northern part of the state. Assistance in planning was

provided by a Health, Education, and Welfare research grant awarded to the North Texas State University. Funds for the operation have been provided by citizens and friends of the community, by a $50,000 matching gift from a private foundation and from community development funds from HUD. The library is administered by a library coordinator under the direction of a nine member Olney Community Library Board. Salaries of one librarian, two paraprofessionals, and ½ of the salary of the children's librarian are paid with school monies. The remainder of the salary costs are provided with public library funds. Each organization shares other operating costs. All purchasing is coordinated to eliminate unnecessary duplication. A strong reference collection has been purchased and is available to all citizens for use in the library and for the telephone reference service.

One of the purposes of the project was to identify problems and potential solutions in the merging process and in the operation of combined libraries. The project further sought to develop a model that could be used by other communities desiring to develop combined facilities. It would appear that this project has contributed some very important information and data concerning combined school and public libraries. A number of benefits, advantages and problem areas have been identified by those working with the program.

Florida

In response to inquiries about combining school and public libraries in Florida, the state library in cooperation with members of the University of Tallahassee library faculty conducted a study to examine the concepts of cooperating and combined libraries. The study sought to determine which concept can best lend itself to a particular community in improving school and public library services. Findings of the study indicate that communities able to support separate school and public libraries would not be able to offer any better programs through combining. The combined library does, however, provide a possible solution for communities unable to support separate facilities

offering minimum services. But such programs are difficult to implement successfully and must be subject to special considerations, according to the authors of the report.

An additional result of this project was the development of a checklist that can be used by community leaders interested in developing improved library services at the local level. The document, included in Phase Three of the study, is in the form of a questionnaire designed to aid in assessing a community's ability to support library services.

Conference on Total Community Library Service

The report of the Conference on Total Community Library Service, held jointly by the American Library Association and the National Education Association in 1972, examines many aspects of the problems related to providing school and public library services. The report contains papers, critiques, and summaries of the discussions and recommendations which originated during the conference.

Combined Libraries Outside the United States

Australia, Canada and England also combine school and public libraries on occasion. A report issued by the Australian Schools Commission in 1978 identified a number of facilities, called joint school/community libraries. Many similarities exist between observations made in this report and with those made in studies originating in the United States.

A recent study entitled The Canadian School-Housed Public Library describes merged facilities located throughout the provinces and territories of Canada. Merging school and public libraries has become an acceptable means, and often the only feasible way, to provide any kind of adequate library service, particularly for small communities in Canada. Of the 127 libraries responding to a survey conducted prior to this report, 79% have been organized in 1970 or later. As in other studies, the results of this comprehensive survey and report confirm the importance and necessity of conducting a thorough needs assessment as a part of the planning process.

An extensive bibliography and copies of several agreements between participating agencies are included in this volume.

England and Wales have also conducted recent studies. Library advisors in the Department of Education and Science issued a report in 1973 which provided information helpful to those interested in implementing combined or "dual" libraries.

## Conclusions and Recommendations

It is my opinion that school and public libraries can be combined and can offer good programs in some communities under certain circumstances and conditions. The following matters are herewith offered as being of great importance and should be given serious consideration by those contemplating or planning merged school and public libraries.

1) Communities which already have adequate public and school programs are not apt to provide better service by combining already existing libraries.

2) Community size may have a bearing on the chances of achieving success. Evidence gathered in the course of my investigation would indicate that the optimum environment would be communities with 5,000 residents or less. Important to success in such a venture is the matter of communication. It would appear that it is easier to communicate in small towns and rural areas where the process is simpler and more direct. Usually a greater percentage of the residents of small communities are more involved in community life than are their counterparts in more urban or suburban communities. Community leaders in small towns are usually highly respected with the capabilities of pulling all resources together in order to achieve a goal that will benefit the entire community.

3) Financial resources can be extended by eliminating duplicate purchases for such items as reference tools, periodicals, and microforms, while at the same time providing a greater variety of these same materials. The only major savings that can be realized is in the areas of land acquisition and capital development.

4) Of prime importance, and perhaps the most critical issue, is the matter of governance and management of the combined library. The areas of responsiblities, the roles of all who have any relationship to the operation of the facility, including budgetary and financial considerations, must be well established and such responsibilities well defined. Boards, committees, and individuals may find it necessary to compromise or relinquish some authority in order to achieve a more orderly and efficiently organized administrative structure.

5) There should be an opportunity for representatives of all segments of the community affected by the merger, public library board and personnel, town or city officials, civic leaders, students, and just interested citizens, to be involved in the planning during the very early stages of the endeavor. The planning time should be sufficient to allow an assessment of community needs and for planning programs to meet these needs. To fail to include input from members of the community is inviting unnecessary friction and misunderstanding while at the same time neglecting a potentially effective public relations resource.

6) Planning a combined facility should not be based on the requirement or desire to effect great financial savings in the area of personnel, materials and space needs.

Too many communities have attempted to operate combined libraries with resources which may have been adequate for either a school or public library but not for both. If programs operate effectively and continue to grow and to serve a broader base of the community, more budgetary allocations may be required, not less.

7) The physical facility should be easily accessible to the public, but must also be adequate and satisfactory for students. It should have direct access from the outside, with no steps to climb. There should be adequate parking. It should be functional and large enough to accommodate quiet reading and research activities simultaneously with classroom and large activities. Provisons must be made for the security of the school plant during after-school hours, if the library is located in a school.

8) Sufficient staffing--professional and paraprofessional--to meet the minimum requirements as recommended by ALA and other crediting agencies is of great importance. The library administrator should have some orientation, including academic training, in both school and public librarianship. This person should have expertise in budgeting and in the law as it relates to finance and other legal requirements of public institutions. All personnel should be committed to the philosophy of combined school/public library programs.

9) A full range of programs and services should be provided and be offered to all patrons at all times while the facility is open. The separate functions of the public library and of the school media program must be included in the program. The hours should not be confined to the school day, but should also provide

opportunities for patrons to use the facility after school, in the evenings, on weekends, and during school holidays.

In conclusion, despite the opposition which is often expressed and demonstrated toward the development of combined school/public libraries, today's languishing economy will require school districts and communities to examine the concept with more openness than in the past. The fact that there are now a number of successful combined libraries in operation and that there is a body of literature and practical experience from which to draw should insure that the future will see the extension of library service to the people of all ages in the United States. Those who are willing to accept the challenge to innovate or try new or different approaches may find the results to be highly beneficial to all who are concerned with school and library facilities at the local level.

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## VIEWS OF SCHOOL-PUBLIC LIBRARY COOPERATION FROM THE NATIONAL LEVEL

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There are some things going on at the national level that are relevant to school and public library cooperation in urban and suburban areas as well as in the rural community: 1) an increased awareness of grass root activities in school and public library co - operation; 2) an awareness of needed research to address the subject and an effort to promote the development of a proposal to provide the funding; 3) an ever increasing number of statements supporting the concept; 4) and the production of a manual entitled A Planning Process for Public Libraries with an awareness of its implications for planning community library and information services.

My personal professional experience for six years was in rural public library service in West Virginia. I personally recognized immediately that there was no need to compete with others attempting to provide similar services, but rather there was a need to cooperate wherever and whenever it was administratively and legally possible. It is that perspective that I brought to my position at ALA as Executive Secretary of the Public Library Association.

Within a few months of working with Alice Fite, Executive Secretary of AASL, I became aware of the broader questions and needs in this area of cooperation from a national perspective. Alice and I talked about it often--and within ALA that can be a beginning. During the past few years the ALA has organized opportunities for the issue of school and public library cooperation to be addressed by groups within the Association. When two divisions--the Association of State

Library Agencies and the Health and Rehabilitative Library Services Division--were combined into what is now known as the Association of Specialized and Cooperative Library Agencies (ASCLA), one of its charges was identified as representing multi-type library cooperatives. When a new section was organized within PLA--the Public Library Systems Section--one of its charges was to encourage improved library service through the participation of public libraries in multi-type library systems.

In 1979 the Public Library Association issued The Public Library Mission Statement and Its Imperatives for Service. The Mission Statement mandates the following changes:

> The Minimum Standards for Public Library Systems, 1966, recommended the creation of regional public library systems; Imperatives for Service proposes multi-type library structures to coordinate public libraries and public library systems with all school, academic, and special libraries in a region. These regional multi-type systems must be affiliated with state, multi-state, and national networks. (p.11)

In an effort to initiate public library - school library cooperation, I spoke first with Mrs. Fite; then I had follow-up discussions with the PLA President, Ronald Dubberly. An effort was made to identify someone who could accept the concept of cooperation between the two types of libraries, organize a functioning committee, and develop a proposal for implementing a program. Two such persons were identified; during conversations with each, both gave their endorsement and full support that this was a legitimate and important question to be addressed on the national level by PLA and AASL. However, both individuals declined to chair such an effort owing to important personal commitments. Both individuals gave additional time to supply the PLA Office with names and to cite studies that would be important in developing such a proposal.

The subject continues to be a legitimate and valid area for PLA activity. However, it must always be remembered that ALA and its divisions are made up of volunteer membership. In a year I have learned what I did not appreciate as a member--the division offices are limited by staff to implement the many tasks for which they are responsible. Each new activity must be viewed in terms of its time requirements, making it even more important to have committee or task force chairs that organize and carry out their charges. A research proposal is no small task.

The Public Library Association has developed a managerial tool that has broad implications for cooperation between all types of libraries in a community-- A Planning Process for Public Libraries. I shall provide a brief history of the Planning Process.

In 1974, the PLA Goals, Guidelines, and Standards Committee developed a proposal for preparation of an instrument for public libraries "which will enable them to 1) understand the particular community they are serving; 2) choose objectives in the light of that understanding; and 3) measure the degree to which these objectives are being met." "The Process of Standards Development for Community Library Services" was funded in 1977 by USOE under the HEA Title II-B Research and Demonstration Program.

That two year effort is now complete and the resulting manual will be published by ALA in the spring of 1980. Anyone can purchase it from the ALA Order Department. The manual will make it possible for a public library to plan effectively without spending large amounts of time deciding how to proceed.

The manual will show public library planning committees (made up of library staff and citizens from the community) how to implement the planning process through seven steps:

1. Assessing the community and library environment
2. Determining the mission of the library in the community

3. Evaluating current library services and resources
4. Setting goals, objectives, and priorities
5. Developing and evaluating strategies for change
6. Implementing the strategies
7. Monitoring and evaluating progress toward goals

I spoke with Eugene Palmour, Principal Investigator for the Project, about my visit to Clarion and about the implications of the Planning Process for school and public library cooperation. Mr. Palmour agreed that as public libraries became involved in the Planning Process it would mean more than planning for public library service; it would mean planning for community library service. And because the planning process is cyclical, it provides one avenue to ever-increasing cooperation between all types of libraries.

This past week, I was in Minneapolis, Minnesota, with the PLA President, Ronald Dubberly, the PLA Vice-President, Robert Rohlf, the Chair of the Goals, Guidelines and Standards Committee, Charles Robinson, and Mary Jo Lynch, the Director of the ALA Office of Research. A program at that time was developed to disseminate the information about the Planning Process through the ALA Conference in New York in 1980. We will also provide three regional programs between July 1980 and December 1980. A priority in registration for the one-day programs will be allotted to people from the state libraries. A second priority will be to teams of two or more persons from one community. I would hope to see school librarians in those teams. In addition, we will be putting on three training workshops, i.e., two to three day sessions presented by King Research, Inc. in different sites throughout the country.

The reaction that I get and that I have myself is, "How will the Planning Process help small and rural public libraries?" We don't know. We have tested the program in three sites in small libraries, but those small libraries were in regional systems that had access to

a data coordinator who is a very important person in the process. If a library were not part of a regional system, it would have the state library to rely upon. That is why we are planning to give state library personnel a priority; state library consultants can learn the Planning Process.

We are also in the process of writing a proposal for a public library planning officer within the PLA Office who would offer short term consulting services free. Services on the phone would be completely free. If you wanted this individual to come into your community, you would have to provide his expenses. I would appreciate very much any comment you might have about the proposal while I am here. What would you expect as a small public library if you did not have access to state consulting services? What would you like for this person to be able to do? This type of information would be very helpful as we put the proposal together.

Another aspect of the proposed consultative services has been implemented within the last week. There is need to collect data from those libraries who decide to participate in the planning process. Mary Jo Lynch of the Office of Research at ALA developed a preliminary, simple method to collect data from those libraries who participate in the beginning stages. It's particularly important to us that small public libraries and rural public libraries participate so that we can begin to understand more about this process that we have developed. It's a cyclical process, and if there is any validity to it, it will have to be revised. The only way it can be revised is to have understanding of its effectiveness in the field, i.e., what it really means to a librarian using it. It's very easy for researchers, who don't work on a day to day basis with you, to have one concept of your problems and for you to have another.

It's very easy, the longer you stay at ALA, to forget what it was like to work in a library and to actually deal with the problems in your community. Therefore, we are going to need your assistance as we move along on this.

Again, when it comes to cooperation, I believe that it is built into the planning process. I personally think that any public library that began this program would be very foolish not to bring someone from the school system into the planning process.

SCHOOL-PUBLIC LIBRARY COOPERATION

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Prepared by Graduate Assistants, School of Library Science, Clarion State College, for the CSRL Conference "Partnership for the '80's".

Funds to support the preparation of this bibliography were provided by Cooperative Extension Services, The Pennsylvania State University, under Title V of the Rural Development Act of 1972.

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# RURAL LIBRARIES

Vol. 1 No. 3 Summer 1980

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# RURAL LIBRARIES

## *A Forum for Rural Library Service*

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Vol. 1 No. 3

RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts and correspondence should be addressed to Dr. Margaret A. Jetter, Editor.

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# "NEW HISTORY" IN THE COUNTRYSIDE: MATERIAL CULTURE, LOCAL HISTORY, AND THE ROLE OF THE RURAL LIBRARY

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In the past ten years or so, new rivulets of research interests and professional pursuits have been branching off from the mainstream of American history. Many individuals who might in 1970 have expected to be teaching history or conducting documentary research have found themselves engrossed in projects which focus primarily on materials, details, trends, and events far removed from what they or their own teachers had been used to considering. The fields of local and public history--history outside the academic arena, associated with archives, museums, and government and private agencies--are often the vehicles for these new undertakings, and rural areas are providing the setting for much of the investigative activity accompanying this kind of work.

Be it of a public or strictly academic nature, part of the explanation for these new trends in the study of history has been the increasing awareness of what artifacts, or "material culture," can tell the historical researcher. Artifacts are the unwritten

documents of culture, the results of ideas manifested in things made by human beings. Buildings, decorative objects, clothing, and tools all represent elements of cultural behavior and are coming more and more into use in aiding historians to understand how people lived, worked, dressed, and amused themselves, how they solved their perceived material needs, and what solutions they developed to the problems and puzzles of their everyday existence.

Equally important has been the popularity of historic preservation and the way it has directed research interests to older architecture. Using some of the methodology of material culture, preservationists and scholars are examining the design elements of older buildings and the technology which produced them. They are raising questions concerning the practical matters of older architecture's relative soundness and energy-efficiency over that of new buildings, as well as pursuing the more humanistic themes of the historical trends in design and the social statements which perhaps the owner or builder of the house, store, office, church, or school intended the structure to make.

In addition, a new understanding is upon us, in piecing together the social fabric of our past, of the importance of the day-to-day lives of ordinary people. Often we can best learn from the past and understand the intricacies of our present society if we can examine the social, economic, and cultural phenomena associated with people such as ourselves who happened

to have lived in previous centuries. Historians are beginning to ferret out documentary and artifactual evidence of the way our ancestors lived and to interpret these clues as part of a broader framework in reconstructing America's backgrounds.

Finally, historians are also realizing what a wealth of information exists in the countryside and in small towns about those elements which are necessary to consider in assembling that picture of the past. Urban history, rural sociology, and folklore are disciplines which are well-recognized, yet the social history of the small town is a new theatre for the scholar of material culture and local history and requires, perhaps, some more subtle methods of examination and interpretation, as well as a new assemblage of source material.

Research projects involving and influenced by the above factors may bring a new challenge to the rural librarian. The purpose of this essay is to give some examples of the kinds of research these "new" historians do and the varieties of sources they may need, so that librarians in rural areas may be forewarned about these curious kinds of undertakings.

Currently, an extremely popular type of study taking place in rural areas is "The Survey," that is, a systematic study of the older architecture in a county or other municipality. Most states have organized survey programs which are federally funded and operate at the local level. The goals of the survey are to collect information on the age, style, building materials, and

local significance of older structures in order to define those buildings which should be considered in any comprehensive plan for renewal, redevelopment, or reclamation, and to widen public awareness of the "built resources" in the landscape--their aesthetic contribution to our surroundings as well as their importance as part of the local heritage. This is a most general definition of an historic buildings survey. Often the surveys are very specific in their themes; for example, the surveyor may be pinpointing the one-room school houses in a particular area or the farm buildings of a certain type and function. The surveyor may be looking at demographic patterns in a county as reflected in the earliest houses built by, for instance, the first German or Welsh settlers. He or she may be specifically interested in industrial sites--factories, warehouses, mines. Also, the survey may have as its subject the development of commercial areas--stores and offices--in the area of study.

Another kind of research project has to do with what is known as "historic site interpretation." This is the activity which takes place at history museums and places of historical significance and involves the projection of historical accuracy to the visiting public. Research associated with such museum operations may focus on various aspects of life in the past, usually within the "interpretive period" of the museum, that is, the dates between which the site supposedly functioned most importantly in history (the interpretive period of Colonial

Williamsburg, for example, is the mid-eighteenth century). Researchers may be investigating the roles of men, women, children, servants; crafts and trades, dress, eating habits, religious and other social customs; medicine, farming, or education. They will probably be making use of rural repositories if rural life is at all pertinent to the museum's interpretive thrust.

Students and scholars of material culture, or those interested in a specific aspect of local history, may also consult rural library sources when they write papers, articles, and books. Their proposed topics may mirror those mentioned above; they may also be more theoretical or even more thorough, depending on the nature of the expected final product of their work. These researchers will probably require the same sources and services that museum personnel or surveyors will be interested in using. They will want to know what the library holdings are, perhaps to be reminded of which other local repositories they might visit, and to be steered to the proper reference tools. Because of the newness of the historical methods associated with these kinds of topics, many researchers will be rather uncertain as to the most suitable sources for their studies; on the other hand, they may know exactly what they are looking for but will probably require the librarians' assistance in locating appropriate materials, many of which may seem quite obscure. Depending on the research questions involved, such sources may be very wide-ranging indeed.

Suppose a researcher were conducting a survey of one-room school houses in a particular county. He or she has seen a few of them dotting the landscape, knows that some have been converted to houses and offices, and is interested in the trends in rural education of the area as reflected in the school buildings. Where can the study begin?

A helpful start to determine where the various schools were located might be to examine an historical atlas of the county, if one exists, supplemented by the county history, if there is one. The researcher will then need to refer to books on the history of education and of rural school architecture. Right away this may necessitate an interlibrary loan request, because many of the most useful sources on such subjects are the design books of the nineteenth century, often not among the holdings of the average library, rural or not. Any information on prevalent local building materials and the distribution of wealth and population in the county over time will be of use to the researcher in testing such hypotheses as, for instance, whether wood plank schools existed in communities less well-to-do than those where the schools were made of brick with fancy stone decoration, or when the school houses were abandoned in favor of modern consolidated complexes. The librarian might assist the researcher by directing him or her to the local school board office to track down information of this kind.

Perhaps the library has a photographic collection, or maybe the librarian knows a local resident who might allow the researcher to see his or her old photographs and who would be willing to share some reminiscences of school days "way back when." Oral sources are important in this kind of work, and the researcher will always appreciate being referred to an individual who can relate some information from personal experience. The photos may help document changes made to the structure; if they are dated, they can assist the researcher in determining when the building was used, or ceased to be used, as a school.

Both researchers and librarians need to be aware of the kinds of documents to be consulted at the county court house. Deeds, wills, and inventories may all be useful in documenting some aspect of the past which occurred at the local level. Costume research associated with a museum operation whose interpretive period is before the invention of photography provides an intriguing example.

Let us say that the staff of a "living history" museum reflecting the daily life of the late eighteenth century wishes to costume those who are acting out the roles of the people who might have lived and worked in the period and region the museum represents. Without being able to examine photographs, what other sources would be useful? Estate inventories taken of the possessions of persons who died during the interpretive period often reveal useful entries describing clothing and toilet arti-

cles. Supplementing these court records with paintings, diaries, and general works on the history of costume will bring about a much more accurate depiction of the dress of the people whose lives and habits the museum wishes to portray. Such records bring us one step closer to viewing real people in commonplace situations, illuminating the actual behavior and dress of our ancestors.

Court house records are also invaluable to individuals whose projects have to do with the history of a certain community, particularly as reflected in its architecture. In tracing the history of a house, performing a deed search is often a necessary exercise; the wise librarian will refer the researcher to the Register and Recorder's office without delay if this is the kind of project he or she is developing. Perhaps the library has some holdings having to do with the town's history--even a publication prepared for a centennial or sesquicentennial celebration of its founding. Town directories, listing the names, addresses, and occupations of local residents, are useful sources and help the researcher to identify the uses of certain buildings and the location of businesses and residences. Newspapers are a well-spring of information on community history. Newspapers may yield important material and commentary about a building or neighborhood when it was new, if it incurred disaster, or if some notable individual lived in or visited it. Advertisements for goods and services rendered at a particular business establishment afford a

better idea of the kinds of items available in the town at a certain time, how much they cost, and whether their availability represented "progress" in the community. Much of the flavor of American history is intertwined in the columns of the local press.

Clearly some of the sources the "new" historians will require will be outside the immediate realm of library holdings. Others, however, may be gathering dust in the stacks waiting for the researcher and the librarian to recognize their usefulness. Reference and circulation services in the rural library, however, are bound to take on a slightly different coloration as librarians are approached with the kinds of topics discussed here. Librarians and historians alike are on the verge of making some very enjoyable discoveries about the local history of rural areas and of furthering the development of a new approach to the study of American history.

# INTERLIBRARY COOPERATION -- A PERSPECTIVE FROM THE STATE LIBRARY OF PENNSYLVANIA

David R. Hoffman, Coordinator
Interlibrary Cooperation
Bureau of Library Development
State Library of Pennsylvania

I've used a variety of definitions of "cooperation" in the course of fulfilling my tasks, some half in jest like the one in Webster's New Collegiate Dictionary of 1974: "a dynamic social process in ecological aggregations in which mutual benefits outweigh the disadvantages of crowding." The same source defined "consortium" as "the legal right of one spouse to the company, affection, and service of the other," and "cooperative" as "an enterprise of organization owned by and operated for the benefit of those using its services." Perhaps the most down-to-earth definition is that for the verb "to cooperate": "to associate with another or others for mutual benefits."

The first definition is not altogether inappropriate, because cooperation is likely to mean that from time to time you may have more persons in your library. You'll want to know that the benefits of cooperation offset the crowding. The second definition indicates to me that you'd best be serious in your endeavor, remembering that cooperation is by its nature a voluntary act but the rights and privileges of the partners need to be understood

by all. The third and fourth definitions ought to need no introduction or explanation.

Note that nothing in these definitions limits their applicability to size or location of the participating institutions. Libraries participating in cooperative programs may be large or small, rural or urban. What is important is the need or desire to provide service and the willingness to work with others toward that goal.

Mutual benefit, it seems to me, is what working together is all about. Like everything else we do in our libraries, cooperation requires effort, and effort is measured generally by the staff time it takes, the money it costs, and the results it delivers. If it does not pay off in benefits for all parties, someone, some library (sometimes, even all libraries participating) gets stuck with non-productive effort.

What should be the result of cooperation between libraries? My hands-down, no-competition answer is better service to library users. That service may be access to a broader range of materials, more comprehensive reference assistance, less time elapsed between patron request and satisfaction, but it is the user for whom library cooperation should be designed, just as it is the user who provides most of our libraries with their major reason for existence.

Very few of us are in the business of preserving, museum-style, the records of history for future generations to use.

The benefits to the user should be evident in more resources, a broader range of service, perhaps more hours of service, maybe more sites for service. Cooperation should enable us to achieve these benefits at a cost less than that necessary to do it alone, in isolation from other libraries.

Cooperation is not free. It costs, but it should help us to slow the rate of rise in costs.

The State Library of Pennsylvania has published two editions of an Inventory of Pennsylvania Library Cooperative Organizations. The most recent, issued early in 1979, contains data current in November 1978 for twenty-seven district library center programs and forty-four other library cooperative programs. We attempted to include all organizations which had three or more libraries participating, and if the organization were interstate in scope, a majority of members were Pennsylvania libraries. Some copies of the Inventory are still available, upon request, from the Bureau of Library Development at the State Library.

We found that these organizations provided such services as access to the OCLC network; access to other machine-readable data bases; bibliographic verification; continuing education programs, workshops, seminars; cooperative acquisition; cooperative cataloging; cooperative processing; cooperative purchasing; interlibrary loan of films, monographs, periodicals, sound recordings, and materials in other formats; interlibrary loan location service; joint ownership of a film collection; literature

searches; photocopy service; professional assistance to staffs of member libraries; reference service for member libraries; reciprocal borrowing privileges; undergraduate borrowing privileges; union catalogs of member libraries' holdings; union lists of serials and of materials in other formats; shared use of audio-visual hardware; group fringe benefit programs; delivery services; graphic arts services; rotating deposit collections; and more.

These services have all been developed because librarians have recognized the need to improve services and have found a way to do so through cooperation in programs which have mutual benefit for all the participants. They have studied choices, made plans, sometimes changed course if what seemed appropriate turned out not to be appropriate in practice, and evaluated progress.

Many of these activities are strongly represented in the programs of urban libraries, but they are applicable to libraries in all sorts of communities, in all sorts of circumstances. Public libraries in smaller communities, school libraries, college libraries, hospital libraries, wherever they are, exist to provide reference service, information, facts, good reading, listening, viewing. Their materials may be used in the library or outside the library, and they may be used by individuals or by groups. Their materials may satisfy educational needs, or recreational needs, or personal needs of any sort.

It is precisely because in rural areas there are likely to be fewer libraries in a given area than in urban areas that the challenge for cooperation is both greater and more attractive.

As librarians, we can--we should--make it a point to know the resources, the strengths of other libraries in the area as well as our own. A community library council, which has representatives from all of the libraries, is a good way to begin. A community library council need not be a highly-structured group, but it should bring together the public librarians and school librarians (these two are in almost every community), college librarians, hospital librarians, law librarians, church librarians, and others. The council could provide a means for all the librarians to get to know what resources are available, what services are provided, what unmet needs the librarians perceive. It is a safe bet that in some communities, at least, having the council hold its meetings in different libraries in turn would give some librarians their first visit to some of the other libraries.

Can you direct a layman to a hospital library if he wants to borrow a medical book which you at the public library do not have? Have you talked about this with the librarian at the hospital?

What about law libraries? Do you know what a patron of the public library can get from the County Law Library?

What resources does the high school library have which can be made accessible to persons not connected with the school?

Participation in meetings of a community library council can help each librarian know better how to refer patrons as well as how to locate materials or special services for patrons. A council can help in promotion of library services because it represents all libraries in the community and not just a segment. Through a council, librarians might also explore ways to establish group purchase contracts for supplies or books or other items to stretch library budget dollars.

A public library participating in a system is involved in a cooperative program, since systems do allow residents to use any participating library. Among libraries not in the same system, "reciprocal borrowing" programs can be established when libraries and their boards agree to honor the cards of borrowers validly registered at another library.

Many systems have delivery services linking their members; libraries not in systems may want to explore a variety of options for delivery of materials between libraries, among them delivery service offered by the district library center, the intermediate unit, or the school district. District centers, intermediate units, and school districts all have the legal authority to enter into contracts with other organizations to provide or receive service.

Frequently, programs which cost relatively little can pay off in a big way with improved service. Most libraries have typed lists of periodicals currently received or held in back

file; depositing copies of those lists in other libraries in the area can help all libraries to expand their services. Some library systems are making plans to produce microfiche copies of their catalogs so that any system user can check the entire holdings of the system at any system library; making duplicate copies of the microfiche catalogs at little expense for deposit in school or college or special libraries can help both to increase appreciation for the services of the public library system and to expand services through any library in the area.

Most Pennsylvania libraries are familiar with the Pennsylvania Interlibrary Loan Code, published in 1979 and by mid-1980 endorsed by formal action of nearly 800 libraries of all sorts throughout the state. This Code includes suggested patterns for placing and routing requests and sets forth procedures for all types of libraries to make use of interlibrary loan services. Grant funds from the State Library supported the preparation of the Code; copies are available on request from the Bureau of Library Development. Workshops to assist librarians in the practice of interlibrary loan were held in April 1980 in six locations; nearly 400 persons from all types of libraries participated.

State Library grant funds have assisted in the establishment and continuing support of the statewide delivery system provided by the Interlibrary Delivery Service of Pennsylvania (IDS). IDS services reach twenty-three of the district library centers, some special libraries, and nearly eighty college and university lib-

raries across the state. Libraries of all type are eligible to join. For the smaller public library whose interlibrary loan requests are forwarded outside its area by the district library center, IDS can bring materials promptly from any part of the state.

State Library grant funds have been used to support participation by the District Library Centers in the OCLC, Inc., network services, through two Pennsylvania-based networks, PALINET and the Pittsburgh Regional Library Center (PRLC). District Centers have the capability, with OCLC, of providing cataloging for local libraries in their districts and are able to use the network's computer capability to locate materials for interlibrary loan and to transmit requests for such loans and maintain relevant records of the transactions.

The State Library is committed to helping improve library service throughout Pennsylvania. A major means of accomplishing that intent is support of public library improvement through consultant services of the Bureau of Library Development and through administration of a program of state aid to public libraries. The aid program, now in excess of $9,000,000, is based on legislation enacted in 1961. Legislation is being sought this year (1980) to improve the aid formula and permit the distribution of additional money for the support of public libraries, public library systems, and district library centers.

The State Library is also seeking the passage of legislation (S.1204, P.N.1488) which would place in the State Library a responsiblity to encourage, promote, and support interlibrary cooperative activity and which would authorize the appropriation of state funds to support cooperative programs.

In addition, the State Library administers funds under Titles I (public and institutional library service) and III (interlibrary cooperation) of the federal Library Services and Construction Act. LSCA funds have been used in every county of the Commonwealth to strengthen library programs, improve library collections, and make possible improved library services to the people of Pennsylvania. Announcements of the priorities for application for grants under LSCA Title I are mailed to public and institutional libraries in late winter each year; announcements about the availability and use of LSCA Title III funds are mailed to all public, academic, and special libraries, and to school district administrators in late winter.

I said that the challenge for cooperation among libraries in rural areas is greater and more attractive. The challenge is great because rural areas tend to have fewer and smaller libraries than urban areas, while the range of interest and information needs of the people are as broad as in more populous areas. At the same time, it is attractive because there is a greater opportunity to involve the total library resources of the area. A community library council, working to share personnel and services

and resources to meet total community needs for information, recreational reading, self-education, and support for formal education, can make itself an asset to the rural community which is seeking stability and a good life for its residents.

# RURAL LIBRARIES AND INFORMATION NEEDS

John W. Head, Associate Professor
School of Library Science
Clarion State College

During the fall of 1978, staff members of the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, conducted an exploratory survey of selected rural libraries to determine perceived information needs. Eighty libraries were chosen as a random sample of Pennsylvania libraries with urban populations of 25,000 and under. A total of forty-eight responses was received by February 1979.

The following table gives the average characteristics of the forty-eight libraries for which usable data were obtained.

| CATEGORY | MEAN |
|---|---|
| Actual population | 4,785 |
| Population served | 10,520 |
| Volumes (books only) | 20,506 |
| Operating budget | 29,929 |
| Per capita expenditure | $3.11 |

"Actual population" refers to the population of the community in which the library is located. "Population served" includes the population of other nearby communities (usually townships) that are provided free service. Under Pennsylvania's plan for library systems, there is an attempt to provide service to all areas possible and to aid cooperating libraries with state

funds. Townships thus linked to a public library may contribute little or no local support, and their residents probably make less use of these libraries than the residents of the immediate community.

The survey contained questions on a wide range of topics designed by my colleague, Bernard Vavrek, and me. The analysis of survey results has been divided into two parts, with each of us discussing answers to a particular group of questions.*

The questions discussed in this report deal with two areas:

1. Rural librarians' beliefs about the information needs in the areas their libraries serve.
2. Rural librarians' reports of other information services in their communities.

Questions on Information Needs

Three questions dealt with the area of information needs. The first of these was: "This is perhaps the most difficult question, but please try to answer it as best you can. Do you think that people in your area have information needs that they do not bring to the library? Comment, giving examples." The responses may be tabulated as follows.

| YES | MAYBE | NO | DON'T KNOW |
|---|---|---|---|
| 40 | 1 | 2 | 5 |

---

* Bernard Vavrek's paper, "Information Services and the Rural Library," appeared in the Spring 1980 issue of Library Trends.



ERIC

Rural Pennsylvania librarians seem to feel that their libraries are not fully utilized as information sources. This, of course, is hardly a surprising result. We felt that question was worth asking, however, since so many rural librarians do not have formal education as librarians. Thirty-six of the forty respondents who anwered "yes" offered comments about these information needs.

These responses were of two types: (1) people do not think first of the library and (2) lists of the kinds of information the librarians felt were needed.

Of the first type, the following responses are typical.

> "Of course they have information needs they do not bring to the library, but there are people who just do not think to use the library. We started out with a strike against us since many people did not feel the library was needed."
>
> "Yes. Many people are unaware of the scope or type of services offered and consider the library only as a pleasure reading source."
>
> "Probably. Our population is a mix -- rural culturally deprived; middle class; wealthy suburbanites...first group, particularly young, extremely dependent on library facilities... second group enjoys use of the library...last group supports financially but seldom uses...most information needs in first group."
>
> "Yes, for a number of years library staff did not truly serve the public. Therefore, they have been turned off, and we are desperately trying to win them back."

The second type of answer provided examples of the kinds of information the librarians believed were needed:

"Self help, hobbies, leisure reading, gardening, travel."

"Information on social agencies, political information, government services."

"I just had a man looking for a recipe for the old-fashioned buckwheat pancakes that is 'used from' and 'added to' each day. We found it easily, but as he left he said he had about twenty other people looking for the same thing."

"Recent patron was looking for addresses of companies. She had never heard of the Thomas Register and was able to locate the information she needed."

"Business information needs, e.g., Moody's, Dun & Bradstreet."

"Health care, merchandising, advertising, addresses -- everything!"

Many of the responding librarians feel that despite the small size of their libraries they have many resources that are underused but are potentially of great value. Again and again, however, they stated that the information-seeking public was very hard to reach because the library was still viewed essentially as a lending library for leisure reading.

Our next question on information needs required librarians to plunge even deeper into the unknown. We asked, "Could your library at present handle these unspoken information needs?" The tabulated responses are:

| YES (or mostly) | PARTLY | NO | NO RESPONSE (or don't know) |
|---|---|---|---|
| 25 | 14 | 3 | 6 |

One respondent would simply have none of this and told us: "How can we know this if we do not know what questions they would be asking in the first place?" Far more of the librarians were willing to estimate how well they could succeed in doing this. Obviously, they felt that the kinds of questions that don't get to the library are not exotic, but usually would fall into the classes of questions that they could answer.

Some sample responses follow.

> "Very often we could...we have a file for community information... on all sorts of subjects...where to get help from any community agencies."
>
> "Sure."
>
> "Since our library is an information center, we hope that we would be able to handle at least most of these unspoken needs."
>
> "Given time and money, we can handle anything."

The last of this group of three questions dealing with information needs asked: "If your library could not presently provide the information needs discussed (in the first question) what additional resources (e.g., staff, reference tools, etc.) would be required to handle these problems?"

The responses may be tabulated as follows:

| RESOURCES NEEDED | NUMBER RESPONDING |
|---|---|
| More Staff | 6 |
| More Reference Tools | 10 |
| More Reference Tools and More Staff | 9 |
| Adequate Now | 1 |
| No Response | 21 |
| Refer to Another Source | 1 |
| Total | 48 |

Twenty-one librarians did not respond to this question. Perhaps the step from estimating information needs to estimating if they could be met and what additional assistance would be needed was simply too long. Not surprisingly, twenty-five responses called for more staff or more reference tools or both.

Questions on Community Information Services

A final section of the questionnaire dealt with other community resources by asking, "Are there any other information services in your community aside from your library (e.g., an information referral center, neighborhood information center, telephone hotlines, etc.)? If there are, please identify them with names and addresses." The responses are tabulated below.

| OTHER INFORMATION SERVICES | NUMBER RESPONDING |
|---|---|
| Yes (more than one) | 8 |
| Yes (one) | 7 |
| No | 23 |
| No Response and Don't Know | 10 |
| Total | 48 |

Nothing more clearly demonstrates the isolation of the small rural library. Fewer than one third of the librarians could identify any other organized information resource in their local communities. The contrast with the urban library is certainly striking. The problem for the urban library usually is to identify the large number of information resources. It may be, of course, that some of our rural librarians simply failed to iden-

tify the other information resources, perhaps even resources they knew of themselves.

This survey, as mentioned above, is only exploratory. We did, however, have some tentative hypotheses in mind. These included: rural librarians would feel their library resources were underused; rural librarians would have some ideas of information needs their libraries could fill; rural libraries are relatively isolated from other information sources. While the information collected tends to support these tentative hypotheses, this study is considered to be merely a starting point for further rural library research.

## AUTOMATION FOR THE SMALL LIBRARY

Charles E. McMorran, Library Director
Boone - Madison Public Library
Madison, West Virgina

In today's modern world there is no reason for even the smallest of libraries not to take advantage of electronic wizardry to make day-to-day tasks much more simple and effective. I realize, of course, that budgets are "tight" and that it is highly impractical for small to medium size public libraries to buy a mini-marc system or to join the ranks of OCLC users; but, one thing that is within our grasp is the IBM Electronic 60 typewriter.

A basic typewriter is an essential piece of equipment in any library. Sooner or later the old Royal that some civic-minded business man threw away in your direction is going to break down, and you will be faced with the need to purchase a new one. I suggest that if you are going to spend eight or nine hundred dollars on a typewriter anyway, why not invest an extra three to four hundred dollars and get a typewriter with a memory that will greatly expand the ability of your staff to perform better quality and quantity of work. I suggest that even if you do not need a new typewriter the IBM Electronic 60 is worth your investment. If you are on a tight budget the machine can be financed for as little as one hundred dollars a month.

The typewriter in itself is a real marvel in the business world. It has the capability of storing frequently-used words, phrases, paragraphs, or sentences. In addition, it has automatic carrier return and automatic formating, such as, centering words and continuous underscore, indent, column layout, and four different margin settings that can be remembered. When you add to this a special library keyboard, a library typing element, and a card carrying platen you have a real wonder machine that is an answer to your prayers.

The most obvious use of this typewriter, and the major reason that I bought one for our library, is for producing catalog cards on books processed in-house. In this aspect it has worked beautifully. Just imagine having the ability to type a catalog card only once and then at the press of a button having as many copies of the card as required in a neatly typed format, unlike messy printed cards that were popularly used in the past. All one needs to do to complete the set of cards for a title is to type the subject or title at the top of the appropriate card; this can be done when the typewriter is finished printing out the memory to avoid the need to reinsert the card into the machine. If your typist is creative, he can also generate the spine label, circulation card, and book pocket by storing the various elements of the card in different parts of the memory where they may be recalled separately.

Soon after we received the machine, I discovered that it could also be an invaluable aid to us at the circulation desk in sending out overdue notices. Using regular prestamped postal cards, we would type across the top FIRST NOTICE. Then leaving suitable space for name and address, a message such as, "Our records indicate that the following listed materials have been drawn on your library card and not been returned. Please return these items so that others may use them," would appear. This would be followed by open space for the listing of materials; the card was completed with the name of the library. With all of this stored in the memory, it is then a very simple operation to insert a new post card and type in the name and address of the borrower and the list of materials borrowed in the appropriate spaces. These items are also placed in a separate section of the memory so that they may be typed on the back of a catalog card that was previously destined for the wastebasket to create a file of patrons with overdue books at the same time we send out the first notice. The memory of the typewriter does have its limits, so that once the card for the file is created you erase the name, the address, and books borrowed and go on to the next patron having overdue materials.

Using the file created we are then able to send second notices and invoices to the patron, using the typewriter in a similar format. An important step is to be sure to pull names out of the file of delinquent borrowers when the items are returned.

Another area where the Electronic 60 has proved itself to be of value is in better written communications. Now when I want to send a letter to each of my board members, I need to type the letter only once leaving adequate space for the address. Then when I go back to type the address, I add that to a section of the memory; by having a second margin set in the memory, I am ready to type the envelopes with ease and efficiency. This feature can be used anytime you want to send letter to a select group. We also used the machine for generating mailing labels prior to our acquisition of a copier that would handle sheets of labels.

As you can well imagine the letter-generating aspect of the typewriter was used effectively in lobbying efforts to our state and county governing bodies. No matter how good your copy machine may be, there is no substitute for a freshly-typed letter that appears to be prepared especially for the recipient.

The same application of the typewriter also was made in writing letters to prominent businesses in the area to solicit donations. In a limited time of several days, we were able to send out nearly fifty letters. Prior to owning the machine, this would have been a monumental task, taking from three to four weeks, since clerks in small libraries are usually hired on skills other than the speed of their typing. This one time promotion brought income into the library beyond the original cost of the typewriter. Increases in funds from our governing bodies

also give evidence of successful lobbying, but I would not be so narrow to say that it was because of our typewriter.

In a brief statement I have outlined some of the uses I have found for the IBM Electronic 60 typewriter. Please understand that I am not trying to sell the IBM model. It is quite possible that other companies have machines with similar functions. It is simply that this is the machine with which I am familiar.

I am sure there are many additional uses for the machine; the reader will discover these as he works with the machine. The major limiting factors are the number of characters that the machine can hold (IBM's limit is 736 characters) and the willingness and imagination of the people who operate the machine. I mention this because even the smallest efforts at automation need some ground work if people are to use it to full advantage. Even before the new machine arrives, staff members will need in-service training to learn about the capability of the machine and its potential to service the needs of the library.

## MANAGING THE DISTRICT LIBRARY:
## AN INTERVIEW WITH JEAN FERGUSON

Elisabeth S. Fulmer, Librarian
Clarion Historical Society

Mrs. Jean Ferguson, formerly the Director of Libraries, Lower Merion Township, Montgomery County, Pennsylvania, is now the Consultant Librarian, Clarion District Library Association. The following interview took place on June 11, 1980.

ESF: Mrs. Ferguson, since you recently returned to this part of the state after working in the suburban Philadelphia area, what adjustments did you find you had to make in your philosophy of library service from that suburban area to a rural area?

Mrs. Ferguson: I would say no change in basic philosophy is required because when you go into the field of library science, you go into it with the idea that you are going to give the best quality of library service to all the people in the community you serve. So as far as philosophy is concerned, it is the very same philosophy here that it was in the suburban area. I would say the basic change, though, has been in the approach to giving this

service or making available this service to the people.

There are the geographic barriers that exist because of the nature of an area where the population is scattered or in small clusters, i.e., small towns. The geographic situation is different, so the approach is different. You don't have at your fingertips the transportation available to share the services as easily as you did in the suburban area. For example, there's no delivery service between Clarion and Brookville except through the District Office when the consultant librarian is traveling that direction.

I find that financial support, funding, is far different here. Looking at the overall funding, I find that the per capita cost in the rural situation is greater than it would be in an urban area for the reason that you've got to take into consideration a scattered population rather than a concentrated population.

I find that the life-style of this area is different. The demands for library service are similar but the life-style is different. This is one of the reasons we moved back here. The values are different. This points up the fact that the

approach to supplying library service, or making library service available, is different--not a great adjustment, but an adjustment never-the-less.

ESF: While the quantity of service in this area is limited to some extent by small budgets, how do you think the quality of service compares to that in the other parts of the state?

Mrs. Ferguson: Comparing it with the Lower Merion area, I would say that the resources here are inadequate as far as research and reference are concerned, and certainly strength needs to be built in that area. This will be a major concern of my program. I think as far as the dedication of the people involved in libraries--the staff working within libraries and library trustees--the dedication to doing the best they can with the resources they have in the Clarion District is concerned, this is the greatest resource: the people and the dedication they have. I think the overall attitude of the people in this particular rural area is somewhat different from an isolated area where people have had less exposure to education. Maybe I should rephrase that and say that the educational level is higher here than in some of the very, very

isolated areas, so that expectations about library service and what it can do for an individual are here.

ESF: The expectations?

Mrs. Ferguson: The expectations are that the libraries are there to be used, and they have something positive to offer to each individual. Budgets are small, as I said previously; appropriations from the funding sources have not kept pace with the rate of inflation which has been chipping away at the materials budget. While resources are inadequate for research and reference purposes, recreational reading materials are as high in quality as in other areas of the state.

ESF: Other than research materials, do you see any other gaps in service, for instance, to specific age groups or to those with special needs?

Mrs. Ferguson: Perhaps in the young adult area service may be termed inadequate, but this is prevalent throughout the profession. This is one area that needs to be worked upon; something needs to be done to reach this young adult area. We provide good programming for children; we're doing more and more for senior citizens and for the group that falls in between, the adults from age 21 up

to the senior citizens. But the young adults are one group that needs to have some concentrated effort made so that we don't lose them completely as library users. Children's services need to be strengthened throughout the district, and Clarion County has applied for an LSCA grant with which we can begin to strengthen that area; plans are being developed in Jefferson County also to see what can be done there within the next several years to upgrade children's services.

ESF: Have you had any specific training in dealing with problems faced by isolated rural communities? If not, what kind of special training do you think would be valuable to librarians in such communities?

Mrs. Ferguson: No, I haven't had any special training. I think basic training to be a librarian is the same for urban and suburban as well as rural areas. I think perhaps if we are going to do anything more positive toward helping rural libraries, we librarians are going to have to look to the computer and to what the computer can do to bring services to the people in rural areas. I think library education schools should begin offering such courses. Any person going into library work who wants to go

into rural librarianship should learn all he can about computers. For instance, suppose someone needed census data, i.e., a small business man; at the present time there is no central point where he can go to gather that information. If we had one central location with a computer base, OCLC or PALINET, to be a contact for this person, he could call that central point and through computers the information could then be relayed to this person. I think that's one way to reach out into these more isolated areas.

ESF: Then you see this as one solution to the shortage of research material?

Mrs. Ferguson: Yes. I think library education should emphasize sharing among all types of libraries. The idea that this is "my" library, and I don't want "my" books taken out by you who are in another library is no longer viable. I think academic, school, special, and public libraries have got to band together in a stronger sense of sharing than they are now doing. We've come a long way, but we've got a long way to go to get the idea across that there needs to be a greater concentrated effort toward sharing. We've got to develop a more positive attitude for sharing.

When I was in library school I did not receive training involving techniques for doing community analysis. I think this needs to be emphasized because change is coming faster in this period of time than it did twenty-five or thirty years ago. Librarians have to be trained to be cognizant of more and faster changes in community structure and attitude.

One of the ideas that came out of the Library Services Act of 1956, which was set up to help rural libraries, was bookmobile service. Such service did a great deal of good in those early years, but today bookmobile service is not the full answer to reaching out into the more isolated areas. The bookmobile is parked in the garage more than it is out on the road. With the idea today of conserving energy, the costs involved in even driving a bookmobile have proved to be prohibitive. So I think the library schools are going to have to encourage other ideas--I mentioned computers. Perhaps outpost libraries might be another answer. Baltimore County is accomplishing needed service through temporary buildings, kiosks, with small rotating collections. People get accustomed to using such fixed centers rather than the bookmobile.

ESF: In view of the problem of adapting to different economic situations, what changes, if any, do you think should be made in state and federal support for libraries?

Mrs. Ferguson: I think there should be change. The state aid we get now is based on a per capita allotment. There had been for many years quite a shift in population from the rural into the urban areas, and as that population change came about, greater amounts were spent in the urban areas. So what happened to the rural areas? They got less. Now we see a gradual shift back to the rural; I think all the statistics point to that. But it's not to the extent that it's going to mean any great increase in aid if we still continue to base it on per capita. Perhaps per capita could still be used but also have a differential based on "need" put in, since the per capita cost of rural library service is greater by the very nature of the situation. The tax base is not available in the rural areas as in urban-suburban areas, and that fact needs to be taken into consideration. I'm talking basically about state support. If the National Library Act comes into reality, I hope that there will be something written into the act

that will take into consideration greater financial help for the rural areas.

ESF: In Ohio there is a special tax on securities for state aid to libraries. Do you think there's any place in the scheme of things in Pennsylvania for special funds to be used only for libraries like the lottery which was established for senior citizens' programs?

Mrs. Ferguson: If we had a special fund only for library services, it would alleviate the need for lobbying the legislators for appropriations from the general fund. But where the tax would come from at this point I don't know. Certainly gasoline is taxed to the utmost. And I can't see the state setting up a lottery for libraries.

ESF: Do you think there is a place for in-kind contributions to libraries by either private or governmental agencies to cope with these increasing costs? For instance, the New Bethlehem Library receives long distance telephone calling as a gift from the telephone company.

Mrs. Ferguson: Yes, I think there can be. Perhaps trustees, who represent the community, could ferret out these areas and see if something couldn't be done. Volunteers contribute effectively but you can't

depend on volunteer staff to provide the total staffing that you need. If an industry could underwrite one staff person, that would be a tremendous contribution. Or if the businessmen's association could underwrite a part-time person, that would be helpful. If we had some businesses to come in and help with the design of public relations materials, that would assist our search for in-kind support.

ESF: If the local government body, borough council or city council, were to provide whatever services--water, garbage pick-up, electricity--that the city controls, would that be considered a contribution by the local government in applying for state aid?

Mrs. Ferguson: Yes, it would. The CETA or Manpower or Green Thumb staff members that we have working in libraries are called "in-kind," and are counted toward local effort. The telephone costs that are received in New Bethlehem are counted as part of the local effort toward state aid.

ESF: I should think there would be an advantage on both sides because of the library's being a non-profit agency. It just requires a little creative thinking about who has what services that could be provided.

Mrs. Ferguson: Consider Gulf Oil which has just contributed two million dollars to the Cancer Society for the study of interferon. If Gulf Oil could see fit to contribute to a non-profit organization, to this cultural agency that sits in the communities, the library, just think what it would do for rural library service!

ESF: Even in a small community, if there is a local paper, there might be printing services available.

Mrs. Ferguson: That's one resource that has yet to be explored.

ESF: Costs are such an overriding concern we often think in terms of dollars instead of in trade. We may get back to a barter society with this kind of approach.

Mrs. Ferguson: Yes. In many situations you'll find the dollar isn't the answer to everything. We think more money, more money, more money. Well, sometimes there are other things that may mean as much, maybe more, particularly with the dollar being inflated so that we get less and less for those dollars we have.

ESF: I agree you get less for the dollars, and the services would mean so much more.

Mrs. Ferguson: One thing that counts significantly in our library materials budgets are the memorials, contributions that come in for memorials, or for those honoring someone. These amounts raise the materials budget tremendously and are considered as local effort.

ESF: What do you see as special contributions to community culture made by the public library in a small community?

Mrs. Ferguson: I think the library is the focal point for the community, and it is no different here from suburban Bryn Mawr or Wynnewood or Ardmore. It offers continuing education, lifelong learning, through its resources. It is an information center, a referral center for different groups and organizations that operate in the community; it can be a central gathering place for this kind of information. As for programming, I think the library can play a unique position for different kinds of programming: for children, for homemakers, for senior citizens, and for other types of continuing education.

ESF: Do you have any specific goals that you would like to accomplish as District Library Consultant?

Mrs. Ferguson: Yes, I would first like to see better funding. As a consultant I'm in a different kind of position from that of head of a specific library in a specific community. But I think there are things that I can help to do toward better funding; part of what I mean by better funding is better salaries for the people who work in libraries. That is the area needing greatest attention. The loyalty that our staff people have, the concern for providing excellent library service is a real dedication that should be rewarded. I think that presents the major challenge of this position.

A second challenge is to do as much as possible for public relations programs, something I feel is greatly needed. We must get the word out to the townships which lie outside the general cluster of population that here is a public library which has something for you. We need citizen support, but we return that support many times over in service to the residents. To change attitudes toward the true role of the library is a challenge. I call it a public relations program because we have to convince people not only that we need financial support, but also that we need support through usage.

ESF: You were talking earlier about sharing among different types of libraries. Would you like to see a more formal networking system here?

Mrs. Ferguson: In the Clarion District? Most definitely. We are beginning to do that by compiling a "union catalog" of all the materials available in the fourteen libraries in our district. Then, by telephone or by mail, we can locate the materials needed and get them out to the patron. In this way the district can begin to share more and to depend less on the Warren Library which at present serves as a regional resource center. I feel very strongly that networking is a viable activity because in the fourteen libraries we now have more than 350,000 books. That's a fairly large base upon which to draw, although some of those books, perhaps twenty-five percent, will be duplication of titles.

We've also completed a district directory which lists each library, the address, the telephone, the staff, the interloan contact, and the special collections. We find that the libraries have specialized to some extent, and we can build on that specialization. For instance, Brockway has an invaluable collection on Japanese literature,

history, and art. Rimersburg has begun to build a good collection on solar enery; they also have a strong collection in religion as does Punxsutawney. Oil City and Franklin plan to build a small business resource/reference collection with an LSCA grant. If we know where depth and breadth occur in our district's specialized collections, we won't duplicate that effort; but rather we'll share them. That's one way to stretch the dollars that are allocated for reference and information services.

Another service that we plan is a listing of all periodicals and newspapers in the district with the resources to go with them. For example, Punxsutawney has the Readers' Guide back to 1920; that's a primary source to search specific subjects, and even though we may not have the magazines or serials at Punxsutawney, we can locate them in other district libraries.

ESF: There is a marvelous collection of old bound periodicals at New Bethlehem.

Mrs. Ferguson: Aren't they fascinating? While we know these things are available, we need some kind of directory to locate specific items. Now I know you can print all the directories you want, but

unless the people who are working with those directories will use them, they won't be doing the job they are designed to do. We will do some inservice training with heads of the local libraries in how they can be used. I think we have the resources in our area; all we need to do is pull the data together so that we know what is available. I think that there is more out there in our libraries than we realize.

Another area we are beginning to work on is more cooperation between public libraries and public school libraries; hopefully we can bring together the special schools and/or collections that exist in our area, e.g., the Clarion Intermediate School District has the same boundary lines as the Clarion District Public Library System, so we may be able to develop an arrangement and/or schedule whereby we can send public library materials through the public schools' delivery system. There are all kinds of opportunities out there; we've begun some planning toward sharing of resources, but we need to delve deeper.

ESF: Are you glad you made the move from Lower Merion to the Clarion District?

Mrs. Ferguson: Oh, definitely! Yes, very definitely, not only for my personal life but for my professional life as well. I find the job quite challenging and interesting, and I enjoy the people with whom I am working.

# PLANNING FOR RURAL LIBRARY SERVICE

Nancy C. Ruccio, Director
Westmoreland County Library Board

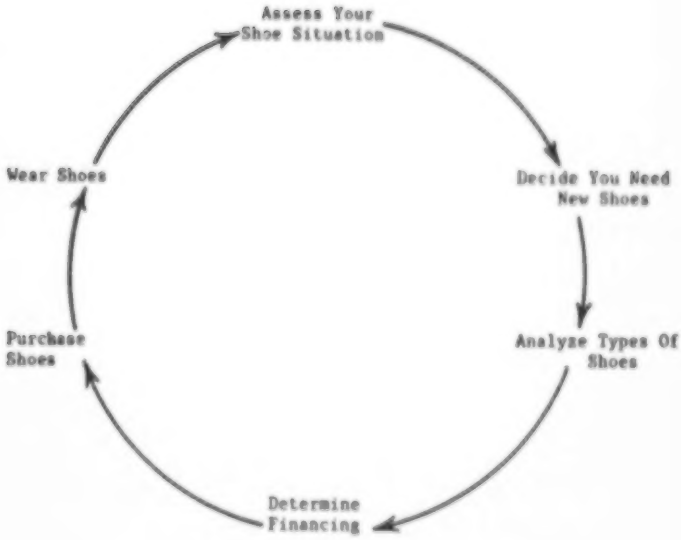
Planning sounds like an ominous term. To people outside the management profession, it has the same impact as the term, Library of Congress Classification System, to non-librarans. But when you think about it, each has a very simple explanation. L.C. is a letter/number designation that places materials on the same topic together on the library shelf. In the same way, planning is really deciding where you are, where you want to be, and how you intend to get there. Neither concept is too difficult, given proper explanation.

Development of a common sense attitude toward planning is critical to the understanding of the concept and for the use of the several techniques in planning strategy. We all plan in our everyday lives. For example, we make the decision that we need new shoes. We know "where we are" - in need of new shoes; we know "where we want to be" - in possession of a new pair of shoes. The only thing remaining is "how do we get there" - how will we acquire the new shoes?

In acquiring the new shoes we must decide what style we would like, the color, height of the heel, what they will be made from, and how much we are willing to pay for them. Then we must decide

## PLANNING CYCLE

For Purchase of Shoes



how we will pay for the shoes - cash or charge - and the pros and cons of each approach. Once the decision is made and the shoes purchased, we realize the decision procedure must be made again in six to eight months! The process results in a circle.

This is essentially the same procedure you would apply to a library situation - where are you, where do you want to be, and how will you get there? You begin by looking at your individual situation. What do you have, how well is your program working, how long have you been doing it this way, who made the original decision and when, am I going anywhere, or is there anywhere to go? You now know "where you are."

Bearing these questions in mind, you must now choose "where you are going." In order to get somewhere, you must have goals and objectives. These are the things you want to accomplish and an estimate of how you will accomplish them. Goals indicate what you want to accomplish and objectives give you a measure upon which to evaluate how close you came to meeting or exceeding the goal(s).

To illustrate, if you have a goal to develop adult programs in rural areas of your service area, how do you determine if the programs you offer are successful? Will you be satisfied if a program attracts twenty to thirty people? Your satisfaction is influenced by the number you had previously attracted. Perhaps if you attracted ten people at the last program, your new objective is to increase the attendance by 50% or by five people. In

both instances you have a tangible means of measuring your success.

Now that you know where you want to be, how do you get there? First, you begin by collecting information to help determine the best route to a successful end. This might include examining demographics, sampling residents, assessing in-house procedures, or querying patrons. You must have a good idea of what you are trying to learn and collect data accordingly. Don't make the work too complex or you may find yourself with reams of irrelevant information. When using the sampling method, make sure your sample size is large enough to be valid and randomly selected to prevent bias. Don't panic if the results you projected are different from those collected. Use those results to revise. Look upon the results as new information and use that information for better planning.

Now you have a direction and information to mold your movement. It's like baking a cake. You know you want to bake a cake, but you don't know whether that cake will be spice or chocolate until you assemble the ingredients. What remains is to design the programs and/or services that fit your goals and objectives based on the information you have gathered.

After developing your programs and/or services, serious consideration will have to be given to the finances required for implementation: do you have adequate time to develop significant funding, how much money will be required, have you been realistic

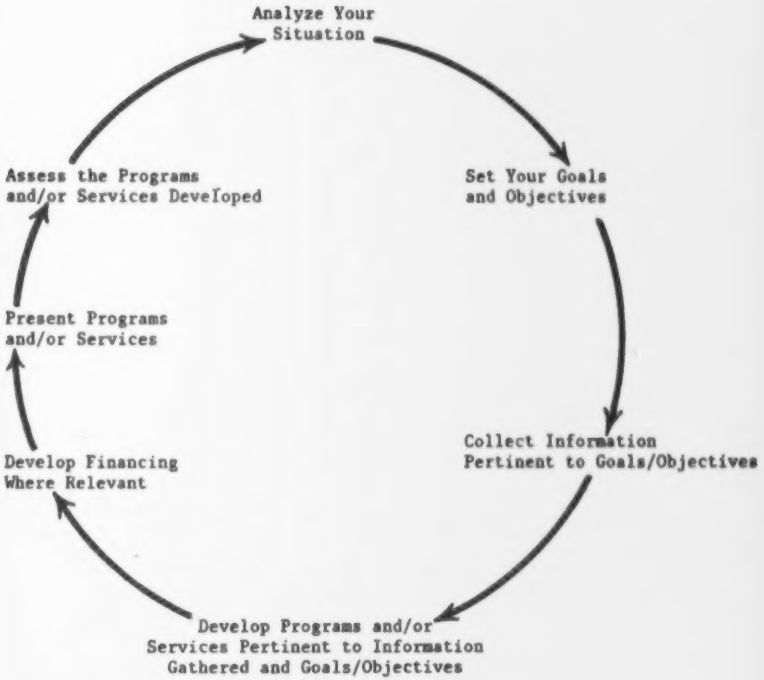
in your financial plan, and where will you get the funds? This by no means suggests that all projects will require additional funding. Perhaps it might be a matter of redistribution of current funds. Nevertheless, dollars will enter into your design. Don't overlook staff time as a cost factor. Those persons already employed may be able to function in other capacities, but what is it costing for them to work on this new project? Being realistic about costs is an important element in planning. Also be ready to explain why you have assigned the various amounts to the various tasks.

Now you're ready to present your program. Of importance to the step that follows is a means by which to assess the success of your project. You can't wait until after the program is totally completed to acquire information about it. Data collection must be an ongoing process and may be done by using formal questionnaires or informal discussion techniques. It is also important to look at the project as it progresses. There may be things you will want to change before the program concludes. Don't hesitate to make changes as you go along. No plan is cast in stone, nor can you anticipate all factors. Be ready to act upon unexpected factors; be ready to act upon unexpected events. It is essential to modify the project to satisfy new occurrences so that the end result is a successful program. Always learn from past experiences. The greatest hazard is not in making mistakes, but in failing to learn from them.

The program is completed, and it is time to assess the results. Be honest about the results. You're always going to do some things right and some things wrong. You must analyze the degree of success of your program. What factors led to the end result? How could it have been more successful? What would you do differently the next time around? Would you do it again? Does it need to be repeated? Again, remember that one of the most important factors is to learn from the experience. Each experience has an impact on how you approach future planning procedures. Don't be afraid to learn. It feels good to grow.

The final step, one that completes the planning cycle, is to analyze the situation in terms of the just-completed program/service to determine if it should be repeated, modified, or discontinued. The librarian/planner is again at the stage of "Where are we; where do we want to be?"

## PLANNING CYCLE


Analyze Your Situation
Set Your Goals and Objectives
Collect Information Pertinent to Goals/Objectives
Develop Programs and/or Services Pertinent to Information Gathered and Goals/Objectives
Develop Financing Where Relevant
Present Programs and/or Services
Assess the Programs and/or Services Developed

# RESOURCE - SHARING VIA COMPUTER CATALOG: A PILOT PROJECT

Allan Gray, Director
Northwestern Library District
Bowling Green, Ohio

and

Nanette Vail Jewell
COM Project Officer

The following report describes a pilot project in resource-sharing through the establishment of a Computer-Output-Microform (COM) Catalog begun in late 1979 by the Northwestern Library District (NORWELD), Bowling Green, Ohio. The objectives of this project were to improve the quality and quantity of resource-sharing among the libraries participating in NORWELD and to reduce the number of interlibrary loan demands made on one central resource center.

The potential represented by such an undertaking was indicated in a recent holdings survey, based upon a random sampling of 500 entries contained in the last five years of Book Publishing Record, taken among thirty-four NORWELD libraries and branches. While no one library owned more than 8.4% of the sample entries, as a cooperative system the libraries showed a 33% ownership rate. With the publication of a COM Catalog, these entries and others could be made accessible throughout NORWELD.

A broader context of the meaning of "resource-sharing" would be instituted by the participating libraries. They would be able to share their resources forming a reciprocal arrangement not previously available to the smaller libraries who had only been on the receiving end. In addition, requests for materials not available for loan by the central resource center would be accessible. This resource center was not in a position to loan recently-published titles nor would it request fiction materials from other libraries if those materials were not available in its own collection. A unique opportunity for studying resource-sharing was at hand.

The possibility of undertaking the project came in the summer of 1979 when it was determined that there would be a surplus in the 1979 budget. Owing to the difference in the salaries of the two project directors that NORWELD had employed that year, and the fact that an assistant had not been hired, approximately $18,000 remained. To capitalize on these unspent funds, a proposal was submitted to the State Library of Ohio in September requesting that these funds be used to establish a COM Catalog in microfiche form within NORWELD.

In November, a COM Catalog project officer was hired, and a letter was sent to the NORWELD libraries explaining the proposed project and requesting that those interested in formally participating in the project return an enclosed questionnaire. Notation as to the need of a microfiche reader was also requested.

After a follow-up letter, responses were received from thirty-two libraries incorporating public, academic, and special institutions which wished to participate in the COM Catalog project.

An initial investigation into the cost of this project was broached with Auto-Graphics, Inc., Brodart, Inc., and Science Press, all producers of COM Catalogs. Brodart, Inc. submitted the lowest bid and was chosen. Inquiry into microfiche readers brought about the purchase of thirty Bell & Howell ABR-VIII readers in December. One Portafiche microfiche reader was purchased from Fordham Equipment Company, Inc. of New York for Oak Harbor Public Library which needed a smaller reader due to space problems. The remaining library already owned a microfiche reader. The purchased readers were delivered to the participating libraries in January.

This investigation resulted in the projected costs as listed below:

| | |
|---|---|
| Salary | $ 2,050 |
| Equipment | 5,554 |
| Contractual Services, Brodart, Inc. | 7,656 |
| | $15,260 |

After the cost of the project was ascertained and approved, the compilation of the COM Catalog was begun. It was a long, tedious but educational process. All of the libraries were requested to submit listings of their current (1979 to the present) adult non-fiction and fiction holdings. Eleven libraries were requested to send in their retrospective adult fiction by authors whose last name began with the letters A through E.

Most of the current holdings arrived in a 3"x5" card format. The retrospective holdings arrived in card form, on photocopied sheets of various sizes, and even in typed lists. Each entry was to include the author, title, publisher, publication date, and the Library of Congress Card Number or International Standard Book Number (ISBN), if known. When more than one library held a title, the entry having the most complete information was used. All entries were filed alphabetically by author when known. Exceptions were filed by title.

When the entry was available in card form, the card was stamped with the two letter codes of all of the libraries. Those codes representing the libraries having the entry were circled. A numbered label was placed on each card which would become the computer retrieval number for changes or withdrawals when needed at a later time. Photocopied entries or typed entries were cut apart or retyped to fit a 3"x5" format in paper or card form.

At a predetermined date, no more entries were included in a catalog. Having completed the processes listed above, statistics were taken on the number of entries contributed by each library, the number of non-fiction and fiction entries, and the number of unique (held by only one library) or duplicate entries. The cards were then sent to Brodart, Inc. In approximately four to six weeks, NORWELD would receive the catalog in microfiche form, accessible by author and title.

In January 1980, a packet was sent to each NORWELD library participating in the project. Included were the guidelines for the use of the COM Catalog, COM statistical report forms, interloan request forms, and a listing of the volumes contributed by participating libraries in the first catalog. As stated in the guidelines, the listing of the volumes contributed was to be used in determining which library should be contacted when requesting materials. The purpose of this listing was to equalize the work load so that the larger libraries, i.e., in terms of the number of volumes contributed to the COM Catalog, were not always being asked first. The list was updated with each new catalog.

The first copies of the COM Catalog fiche were sent to the participating libraries in late February. This catalog contained 3,052 titles, with a total of 6,298 volumes contributed by twenty libraries. The second fiche including 2,310 titles was sent in March; a third, cumulative catalog incorporating 11,714 titles was available in late April. The fourth and last catalog in this pilot project was completed in late June. Statistics taken from all of these catalogs are listed below:

| | 1st | 2nd | 3rd (Cumulative) | 4th | Total |
|---|---|---|---|---|---|
| TOTAL ENTRIES (TITLES) | 3,052 | 2,310 | 11,714 | 9,410 | 21,124 |
| FICTION | 1,979 (65%) | 1,645 (71%) | 8,245 (70%) | 5,571 (59%) | 13,816 |
| NON-FICTION | 1,073 (35%) | 665 (29%) | 3,469 (30%) | 3,839 (41%) | 7,308 |
| UNIQUE | 1,693 (55%) | 1,192 (52%) | 7,036 (60%) | 7,527 (80%) | 14,563 |
| DUPLICATE | 1,359 (45%) | 1,118 (48%) | 4,678 (40%) | 1,883 (20%) | 6,561 |
| LIBRARIES PARTICIPATING | 20 | 23 | 27 | 32 | 32 |
| TOTAL VOLUMES CONTRIBUTED | 6,298 | 4,157 | 24,431 | 11,508 | 35,939 |

After the random survey based upon entries in Book Publishing Record, it was estimated that, at most, 50% of the titles would be unique to only one library. As the statistics show, 69% of the titles are unique and available at only one of the thirty-two libraries participating. Admittedly, the diversity of holdings among public, academic, and special libraries would account for a large proportion of unique titles, but 69% seems extremely high and of great significance to those interested in the future of automated circulation systems.

The usage statistics, on the other hand, seem quite low. They are listed below for the months of March, April, and May:

| | March (inc. last week of February) | April | May |
|---|---|---|---|
| REQUESTS | 27 | 25 | 17 |
| FILLS | 25 | 28 | 15 |
| TURN DOWNS | 1 | 5 | 0 |
| NOT ANSWERED (end of month requests, etc.) | 1 | 2 | 2 |
| LIBRARIES USING SERVICE | 11 | 14 | 11 |

It should be noted, however, that the data base for these months never exceeded 11,714 titles, and consisted of only 5,362 titles or less for March and April.

All of these statistics can only be seen as inconclusive. Access to the entire data base of 21,124 titles was not available until late June and even then the data base must be judged small. In addition, a time period of three months is insufficient to determine the potential usage of the COM Catalog.

Unfortunately, the project cannot be continued at this time. The costs of this project have been as follows:

| | |
|---|---|
| Salary | $ 2,623.50 |
| Equipment | 5,324.50 |
| Contractual Services- Brodart, Inc. | 9,874.00 |
| | $17,822.00 |

The monies allotted for the pilot project have all been spent, and lack of further funding will prevent this project from continuing. Letters to approximately thirty area foundations seeking additional monies have proven fruitless.

In order to satisfy the requirements for a constructive evaluation, a much larger data base is needed. Also, a usage study incorporating such an increased data base should be continued for at least one year as the data base grows and the participating libraries become more familiar with this interloan procedure.

It is too early to determine the impact this project could have on NORWELD or the interlibrary loan demands on the central resource center in this region, but the potential is there if a constructive and objective evaluation could be made. The support and participation of those libraries involved has been exceptional. Their resources are many. Resource sharing at local levels can work if given the opportunity to develop and grow. One conclusion that may be derived from the pilot project is not to expect immediate use of union catalogs linking small libraries. We have laid the groundwork; we would like to see the project continue.

Readers who are interested in additional details regarding the project should contact Allan Gray, NORWELD Director, 251 North Main Street, Bowling Green, Ohio 43402.

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# RURAL LIBRARIES

Vol. 1 No. 4 Fall 1980

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# RURAL LIBRARIES

*A Forum*
*for*
*Rural Library Service*

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Vol. 1 No. 4

RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts and correspondence should be addressed to Dr. Margaret A. Jetter, Editor.

We welcome letters in response to our articles.

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# ASSESSMENT CHECKLIST - A GUIDE TO STRENGTHEN COMMUNITY LIBRARIES IN LIBRARY COOPERATION

Robert N. Case, Director
Lancaster Public Library

## PREFACE

This publication is written as a guide to strengthen the roles and links of a community library in providing information. The premise of the author is that since no local library can meet this responsibility alone, its administrators and policy makers must look to using other existing agencies and channels for support. While portions of this manual may be useful to many libraries, the final section is written particularly for local libraries in the Commonwealth of Pennsylvania.

The terms local library and community library are synonomous and refer to the library which independently serves a local community. This library has its own governing board and sources of funding. Such an independent library may, however, be an integral part of a system or have direct or indirect relationships with a regional or district library organization established by law or membership requirements.

The term information centers refers to the wide variety of agencies, bureaus, organizations and units outside the community library structure. The practice of librarianship is not their essential purpose; however, the gathering and

dissemination of special types of information is an essential objective in their mission statements.

The author assumes full responsibility for the ambiguity and redundancy of some checklist items. There is no magic to the number 100, nor is it important that all assessment items be completed. What is important is how a library administrator approaches and responds to the special items.

Finally, the author expresses appreciation to the staff at the Lancaster County Library for the completion of this manuscript and for the high level of library cooperation they practice and exhibit daily in the performance of their particular assignments.

## INTRODUCTION

Effective library service in a local community does not just happen because the library exists or laws and regulations make the library adhere to certain standards. Libraries at the local level vary from community to community. Most have evolved through the years with varying degrees of financial stability, community support and administrative leadership.

How a local library administrator views the job, the community, and the library that serves that community is part of the message of this manual. How the library administrator can take steps to increase the potential of these views and perceptions may be the value of using the assessment checklist which follows each section of the publication. The purpose of the manual is to open doors to broader horizons for more effective library service at the local level.

Many local library administrators believe they work in isolation. Often the community is physically far removed from contact with other population centers, and the opportunities for administrators to meet with other library personnel is infrequent. Limited budgets and staffing considerations may not provide the luxury of travel and attendance at area or state and national workshops and conferences. Further frustrations emerge when the local community looks to the local library and its administration to provide the information that is current and readily available.

It is difficult to imagine anyone living in isolation today. Through technology and electronic communication systems, one is never more than a few moments away from history and progress in the making. The emphasis on science and high speed transmission of information and the concerns of the global village have directed attention away from the rich human resources, organizations and structures available locally.

Community library administrators are not the only ones in the local area concerned with information. Outside the library walls in every locale are agencies, bureaus, organizations, associations, and governmental and social service units that daily gather, compile, and disseminate information as one of their major missions. In the public sector these would include: county extension agents; local government agencies and boards; planning commissions and regional authorities; state and federal offices and bureaus; programs and projects; local schools, intermediate units, academic institutions, historical sites, archives and county law libraries; commissions that focus on parks, recreation, housing, land use and community development, to name but a few. In the private sector there are banks and brokers; business and industry; land title authorities and professional offices of all kinds; suppliers and wholesalers; distributors and retailers; and trades and crafts of a wide variety. Further sources of information cluster around service clubs, societies and leagues; cultural groups devoted to history, arts, theater, music and education; and a wide range of social,

health and welfare organizations. All of these and many more share in the dissemination of information. Some may have highly sophisticated ways to get their messages to the local community. Some may have sources of funding and organizational backing that far exceed local library expectations. With few exceptions, most who administer these entities and information programs also feel a sense of isolation and a frustration in information sharing.

Aggressive action on the part of local library administrators will foster an effective program of cooperation at the local level with others who are involved in the information business. Libraries have available locally, or have access to, information from other sources that will be of great value to these local information brokers and distributors. Working with these individuals or entities will bring great benefits to the local library and will in turn strengthen the community library's link in the chain and network of library cooperation.

The assessment checklist and action items in this manual are designed to start the process of self-evaluation and continue to the assessment of the local library and community. The process concludes with the local library's relationship with other library-related groups and structures outside the local area. How this manual is used is up to each community library administrator and local policy boards. Some questions and task statements in the manual may already be completed. The assessment items will include some tasks that can be fulfilled with

relative ease and initiated at little or no cost. There are many tasks that will take a long time to complete with possible time and dollar investments not immediately available. These items should be thoroughly explored, but not necessarily abandoned if they produce final results that will strengthen the community library. It is recognized that each query and task statement may lead to other action items in order to complete the task. The task statements may also be altered and modified to more closely identify with a local concern or situation.

This manual should be viewed as a guideline. The assessment checklist is not mandated by law and should only be viewed as a guideline. The assessment checklist is not mandated by law and should only be viewed as one tool of many that are available and in use. Completion of the 100 checklist items does not in itself ensure an effective community library and its role in the community or its strength in a network of library cooperation. How a library administrator and the policy makers of a community library use this manual may, however, say a great deal about the effectiveness of leadership. The ability of that leadership to assume and practice its responsibility to ensure that it fulfills its mission statement is vital. But what is most vital is that information to the local constituency is readily, freely, and equitably assessable.

## ASSESSING MISSION STATEMENTS

The role of the community library in the United States has evolved from a long heritage dating back to colonial times. Then early settlers came with their few, but precious, books. More often than not these books were shared with trusted neighbors. As the hardships of the settlers eased somewhat and villages became towns, there arose a need to provide places for schools and learning. The early libraries were somewhat elite as most were formed as subscription libraries in which members paid a yearly fee to belong. The fees provided small sums to purchase books and also provided for rent of facilities to house the collection. Then only members could use the books. Slowly the concept of free public libraries began to evolve as national or local community benefactors provided private funds to erect facilities. Some early communities were blessed with public support from the very beginning. Today, while many libraries still have financial support from private trusts and endowments, their primary sources of support come from a combination of local, state and federal funds.

The public library plays an essential role in a democratic society. Free and equal access to information of all kinds is guaranteed by the First Amendment to the Constitution of the United States and is essential if we are to govern ourselves, make responsible decisions, and become contributing citizens. There are today as many kinds of libraries as there

are special needs for information. Long past are the days when life was simple and conducted within the context of a small social and geographic area. Today our life in the global village is immediately affected by events and decisions from places far around the world. As a result we have now moved into the Information Age, an age that through electronics and technology has brought new awareness of social, economic and political issues worldwide to our local communities and door steps.

Libraries will play an increasingly important role in helping citizens at the community level meet their information needs. At the outset, one may view a small local library as incapable of responding to such a variety of demands. This, of course, may be true, but at the same time it is also true that no library in the world, no matter how large its resources, has ever been able to meet these needs. Early realization of this brought about a variety of systems, networks, cooperatives and exchanges of resources and services. The small community library is as important a link in the chain of information gathering and dissemination as the large urban, academic, and special libraries. The importance of these various links is to foster and ensure equal access. Those are the key words--equal access. Because one must or even chooses to live in an isolated environment far removed physically from great urban and academic information centers does not mean that with time and guidance and the use of established channels, he or she cannot have

access to information. As an administrator of a small community library, you play a key role in the ongoing process of cooperative library service. You have a responsibility not only to the citizens of your community to meet their information needs, but also to understand and participate in the existing and evolving systems of cooperative library development at the local, state and national level.

This manual will hopefully provide guidance to local library administrators in not only understanding their roles and attitudes in cooperatives, but also their performance as administrators in the ongoing operations of a library. Following each section is an assessment checklist designed as a guide to respond to individual questions or tasks. The assessment checklist is not all-inclusive and is viewed only as a first step in raising one's consciousness to the broad spectrum of queries and tasks one might consider individually in the process of further developing the library's roles and importance in the local community.

ASSESSMENT CHECKLIST

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 1. Do you have a knowledge or understanding of the history of library development in the United States? | | | | |
| 2. Do you know the history and development of your community library? | | | | |
| 3. Do you have on file the history and documents pertaining to the development of your community library? | | | | |
| 4. Has the heritage of your community library been shared with and recognized by the local citizens? | | | | |
| 5. Do you understand the importance of the First Admendment to the Constitution of the United States as it relates to the community library? | | | | |
| 6. Are you able to articulate the importance of the First Amendment to the library board and citizens of your community? | | | | |
| 7. Does your library board understand the First Amendment as it relates to the community library? | | | | |
| 8. Do you have on public display the Library Bill of Rights as adopted by the American Library Association? | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 9. Does the library board have a written and adopted policy on the role and mission of the library in your community? | | | | |
| 10. Have you analyzed the library budget to determine what percentages come from private, local, state or federal funds? | | | | |
| 11. What are the trends emerging over the past several years that are changing the percentage figures in financial support of the local library? | | | | |
| 12. Have you and the library board discussed these trends and shared them with citizens and appropriate authorities? | | | | |
| 13. Do you maintain a list of queries or information needs that cannot be met by your community library? | | | | |
| 14. Identify at least ten broad subject areas that your library cannot meet on a continuing basis. | | | | |
| 15. Identify at least five ways in which you view your library as an important resource in a net-work system of cooperative library service. | | | | |
| 16. Do you maintain an active list of other libraries, agencies or information centers which you have used to provide information for patrons? | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 17. Identify and utilize at least five ways to inform local citizens of their right to equal access to information. | | | | |
| 18. As the library administrator, develop, write and have on file your philosophy on interlibrary cooperation. | | | | |
| 19. As a citizen, develop, write and have on file your perception of what a community library should be. | | | | |
| 20. Develop, produce and disseminate a questionnaire to citizens on what they perceive their public library to be. Analyze and publicize the results of the study to the local community. | | | | |

## ASSESSING ADMINISTRATIVE ATTITUDE

Library cooperation works. The fact that it does is due in a large measure to a large cadre of library administrators and leaders and policy makers in the information field. As the administrator of a community library, you are both on the receiving and sharing end of many networks, systems and cooperatives already established. Just as you and your community library depend upon these existing mechanisms, so do the larger units depend upon you to keep the machinery of the library cooperation moving.

It was not too long ago that many responsible for library services at the community level were overly possessive and protective of the library's resources. Cumbersome circulation systems and restrictive registration policies did more to preserve the library and its collection than it did to provide for easy and equal access to information for the library user. Library administrators cannot be entirely blamed for this. Early libraries were seen as elitist temples of learning for the great scholars. A lack of funds made the books purchased even more precious. Funding also affected the number of hours a week a library was open. In many communities the typical patron's response to the library about a needed book was that it was either "not in the collection, always out, or kept on closed reserve." In some instances little was done to correct the

situation, but fortunately in some areas creative leadership began to devise systems to share resources and procedures to help other library units meet user demands. Library cooperation is not limited to just sharing of resources. Today it is generally believed that no library can exist independently. Increasingly library systems are designed to provide a wide array of service and administrative functions either through cooperatives or contractual agreements. Today most libraries belong to a number of cooperative organizations which again attest to the need and value of these structures in meeting the increasing demands for information.

As necessity has often been claimed as the mother of invention, it may also have had much to do with the change of attitudes for survival. This is certainly true within the context of library services. Library administrators, frustrated with the increasing difficulty of meeting information needs of library users, soon found it advisable to initiate new philosophies and attitudes about collection development, library programs and services. While big is not always better, it can often be more efficient and cost effective. Larger administrative service units can also support auxiliary services funded upon a broader financial base. Often the success of library cooperation means members must give up some priorities in order to receive benefits from a larger unit. There was a time when library administrators and staffs were reluctant to relinquish their special skills deemed so essential to the practice of

librarianship. Today through cooperatives, administrative service units, and the use of technology, library personnel have been able to apply their time saved on some skills to provide more meaningful service for library users. Also changing is the image of the library as only a place for books and print information. While early library cooperatives were formed to share books and print material, today cooperative networks include a wide array of film and electronic data bases. Increasingly, libraries are linked to other human resource centers and community agencies who share in and support the information needs of a local area.

As an administrator of a community library it is important that you can identify the trends in library services as well as ways to make resources outside your community available to library users. Equally important is the philosophy you exhibit with your staff and the community to encourage and provide for the development of a more effective means of information sharing. The assessment checklist which follows will provide first steps in a self-analysis of the attitudes and responses of the library administrator who has, among other responsibilities, that of creating a positive climate toward library cooperation among the library staff, policy makers, and funding agencies of a community library.

ASSESSMENT CHECKLIST

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 21. Identify in a listing at least ten trends you see in the future of the library you administer. | | | | |
| 22. Share a listing of trends with your library board identifying ways these trends will affect the quality of service. | | | | |
| 23. Identify policies or procedures that may tend to make your library appear as an elitist institution. | | | | |
| 24. Identify policies or procedures that may tend to make your library restrictive to users. | | | | |
| 25. Identify at least five ways your library may reflect biases to age, sex, or special groups in the community. | | | | |
| 26. Review policies or procedures that tend to promote biases in library service in your community. | | | | |
| 27. Identify at least five ways your local library functions as an isolated unit in the community. | | | | |
| 28. Survey library responses to patron requests and identify to what degree the library is unable to meet these information needs. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 29. Name at least ten local agencies your library calls upon on a fairly regular basis to obtain information. | | | | |
| 30. Consult with your staff and identify the ten functions your library does best. | | | | |
| 31. Consult with your staff and identify the ten functions your library does not do well. | | | | |
| 32. Correlate items identified in the two tasks immediately preceding this statement with the results of item #20. | | | | |
| 33. Prepare a brief report on the outcome of item #32 and present it to the library board for review. | | | | |
| 34. Identify the characteristics a library administrator should have to exhibit a positive attitude toward service. | | | | |
| 35. Use the characteristics identified in preceding task statement as basis for agenda for staff meetings. | | | | |
| 36. Consult with district consultants or county agency personnel to review data and observations gathered in local studies of service and attitudes. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 37. Using district or extension consultants implement plans for inservice meetings with staff on attitudinal changes. | | | | |
| 38. Visit at least three other libraries to discuss services and how these libraries approach their service problems. | | | | |
| 39. Create a variety of posters and memos for self and staff to foster positive attitudes toward service. | | | | |
| 40. Review on a regular basis progress made in library's service attitude, then modify, add or delete items for continued progress and review. | | | | |

## ASSESSING THE COMMUNITY LIBRARY

The responsibility in administering a community library entails continuous assessment of the collection, services, programs, staff and facilities. Equally important is the role of the library administrator in bringing the results of these assessments to the attention of the library board, to the community, and to policy and decision makers at all levels.

Because we live in a changing society, there will never be the ideal. From time to time libraries are planned and built that seem to be the model and answer to all library needs. But all too quickly these, too, become outdated and need to be modifed in many areas. Libraries built ten to twenty years ago are often inaccessible to handicapped users nor are they able to incorporate electronic systems and new technologies. Information changes so rapidly that whole new subject areas and classification schemes need to be developed. This new information also comes in a variety of new formats requiring new methods of housing and distribution. While once libraries were depositories for information, they are now community centers for learning and include a variety of environments and settings for small and large group instruction and classes. Spaces for galleries and the local production of a variety of community programs are increasingly incorporated in new designs. Many large and not-so-large libraries include staff specialists whose expertise is not related to traditional library skills, but call

for competencies in computer technology, video and electronics, consumerism, literacy, career planning, counselling, public relations, graphic arts, preservation and community resources, to name a few.

Continuous assessment of the community library is important as a management tool to study ongoing operations of the library. It is equally important to focus on assesssment as it relates to library cooperation. Library administrators have fortunately realized the changing nature of library service. No library facility will ever remain large enough, no collection varied enough in size and content, no staff maintain the special expertise, and no funding ever be totally secure enough to meet growing community needs. While once libraries were specific places confined to one location, today that same library has or is enlarging its base to accommodate satellite centers with related collections and programs throughout its service area. Increasingly, library administrators realize that providing a facility and a collection for a central service area is no longer acceptable. The library must go outside its walls to serve and to find resources beyond its own collection to meet user needs and program demands.

A library administrator will easily recognize the limitations of facilities, collections, staff and services that a particular library has in providing community services. A wise administrator will take immediate steps to share these limitations with others and initiate planning steps for assessing

these limitations through a variety of options and alternatives. The early results of taking these planning steps may foster a variety of avenues that lead to library and interagency cooperation. The end result might possibly enhance the library's ability to become a more effective and accountable entity within the community.

Initial steps for assessment might begin by meeting with staff members in an informal manner to explore areas of the library that need special attention. Following a listing of concerns a more structured process could easily develop to study areas that rank high on a priority listing of concerns. At this time, it would be useful to identify individuals outside the community library who could contribute special expertise to problems and solutions. Included in this level of involvement would be professionals from other library units and administrative agencies including county, district, regional or state library consultants. Administrators might also wish to include individuals from the local community whose expertise in a special field might provide an additional dimension and contribution to a particular study.

Assessment is a long but essential process in library management. Taking the first steps to identify areas of concern will help to establish the breadth and scope of a local library assessment and will lead to delineating some broad action items. The assessment checklist which follows provides a guideline to initiate some early study questions in the analysis of the com-

munity library. It is expected that the process of following the assessment statements or queries will encourage the library administrator, staff and community advisory groups to continue explorations. The results of these studies should identify for the local library its ability to become more effectively involved in library cooperation and its ability to serve library users at the local level.

ASSESSMENT CHECKLIST

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 41. Work with a citizen team reflecting the point of view of the user to identify the positive and negative features of your library. | | | | |
| 42. Work with a special task force to prioritize a listing of desired changes in facilities and indicate short and long range plans for modification. | | | | |
| 43. Identify and contact community groups and agencies that could provide support to bring about immediate and low cost changes in the facilities. | | | | |
| 44. Explore the use of volunteers and local groups to contribute labor and teams to bring about changes in facilities. | | | | |
| 45. Contact and propose to local funding agencies interest in providing financial support to implement long range modification plans in the facilities. | | | | |
| 46. Identify areas in your library that are barriers to handicapped persons. | | | | |
| 47. Observe the furnishings, signs, directionals, displays and interior decor to identify what is useful for effective library service and what contributes to clutter and patron confusion. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 48. Eliminate from the facility the accumulation of furniture, holiday and seasonal decorations and donations that serve no purpose. | | | | |
| 49. Assess the collection to eliminate materials that are outdated, no longer circulating, or whose condition is beyond effective use. | | | | |
| 50. Review and modify policies that encourage storing of back issues of periodicals no longer useful or in demand. | | | | |
| 51. Invite library consultants and specialists in the community to analyze the workspaces, traffic patterns, and storage facilities in your library. | | | | |
| 52. Consult with specialists to develop a plan for more effective lighting and ways to make the interior environment more attractive. | | | | |
| 53. Analyze staff functions to identify practices and procedures that could be performed outside the library on a service contract basis. | | | | |
| 54. Analyze and update insurance policies and maintenance contracts to protect the facility's future use. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 55. Understand trends in library service to assess your library's facilities, collection and program areas to determine how they meet needs of special groups. | | | | |
| 56. Revise and modify policies on the use of facilities by outside groups and agencies. | | | | |
| 57. Explore with community leaders possible extension services such as placing special deposit collections in agencies and facilities outside the library's facility. | | | | |
| 58. Plan and implement a series of informational meetings with community agencies and special interest groups on the services of the library. | | | | |
| 59. Prepare special interest packets for display or distribution to outside groups promoting library resources and services. | | | | |
| 60. Schedule and implement on a regular basis review sessions with community leaders and special groups on the progress of library services and new concerns that have emerged. | | | | |

## ASSESSING THE COMMUNITY

A library must be studied in the context of the community it serves. There is no typical community to use as a model for library services at the local level. A library administrator will find it helpful to explore the community at the same time library assessment plans are in progress, for the community itself will have the overall influence on the library's programs and goals.

The local library will have many resources to aid in a community assessment. Gathering local sources and data will also lead to other institutions and agencies whose studies and publications will have valuable information for the library administrator and study teams. Identifying these sources and agencies in itself is a vital first step in library cooperation and information sharing. Many of these agencies maintain records, produce studies and publish reports for a limited use and clientele. Knowledge of these sources is essential for a library administrator in the planning and management process. As local libraries serve a broader segment of the total community, access to this special knowledge is also important in linking the information needs of the community.

Community libraries are often compared with the size of the community served. Size in itself has much bearing on the kind of library service provided, but the word needs to be defined accurately in terms of population, geographic area or

amount of financial support. The size of the population is important because state aid allocations are based upon most recent census figures. Equally important to know is the trend in population by age groups and the mobility factor of the population. Questions that have direct bearing and influence on the library's collection include what age group is increasing or decreasing. Is the population growing or are individuals and family units leaving the area? If the population center is shifting, it may suggest new avenues of service and library extension programs. Likewise the size of the geographic area should identify physical barriers and boundaries that may affect delivery of library service.

The political and economic factors of the community play a vital role in influencing the quality of library service. Library community assessment teams will need to know the history of these forces to study trends and identify areas of concern for the future. What effect have the political and economic leaders had upon the community and the stability and way of life of the population? It is often difficult to view community studies objectively. The use of consultants from other library administrative units and areas may be helpful. Comparison studies with similar communities may also produce benefits. The review of long range plans of other library organizations may provide suggestions and valuable guidance to local assessment teams on how to achieve goals and tap other resources to support these goals.

Finally, library administrators will want to have a firm understanding of the social, educational, and cultural elements of the community. Communities are essentially groups of people who live together for a variety of reasons and circumstances. The heritage of these people needs to be analyzed. What brought them to the community and what holds them there may have much to say about their ethnic background, the influence of the family unit on the leadership of the citizens themselves. How the members of a community cluster into social groups is important to understand. Even more important is knowing if such clusters serve a positive influence in the community. A community that is standing still or progressing can have a direct impact upon a local library's efforts. Community assessment should also include the identification of the educational and cultural entities of the local area. Understanding their philosophies, programs and long range plans may lead to cooperative programs that will benefit the library as well as the local community.

An effective library administrator should know first hand and be able to communicate freely with those local entities and agencies which provide special information. A knowledge of records, resources, and services from borough, township, city and county governments is essential. Equally important is the wide array of services and information sources from county extension agents, the state and federal agencies and health and human service agencies located nearby or within the library

service area. Local accessibility to information sources is extremely important. A knowledge of the collections in local schools, academic institutions, churches, special businesses and historical and cultural sources will foster much library cooperation at the local level if procedures and mechanisms are cooperatively developed and implemented.

The initial leadership to study the community and its information needs will often be the responsibility of the local library administrator. The study will eventually involve contact and meeting with a wide variety of administrators and those designated as resource personnel for particular units or agencies. Continued exploration of the community with others will ultimately have great benefits and pay rich dividends for all concerned with information in the community. The following assessment checklist will serve only as a guide to initiate plans for a community study and should help to identify the vast potential of types of resources that can be shared at the local level. The important outcome of the assessment is knowledge of a community that is more clearly understood by those responsible for the dissemination of information.

## ASSESSMENT CHECKLIST

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 61. Prepare a listing of all sources in the local library useful for a community study. | | | | |
| 62. Work with library board and special study groups to identify the scope and plans for a community study. | | | | |
| 63. Inform public of community study and create mechanism for their input. | | | | |
| 64. Identify and contact all community leaders, government units, extension agencies, and social and business organizations that can provide resources for a community study. | | | | |
| 65. Assemble listings or packets of resources available from community groups that would be appropriate for a community study. | | | | |
| 66. Consult with District Library Center or library system personnel for guidance in beginning methods of a community study. | | | | |
| 67. Finalize plans for community study that include data gathering and interview assignments, schedules of special study teams and target dates for completion. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 68. Schedule and conduct interviews with community leaders and agency administration to identify cooperative ways materials and services can be shared. | | | | |
| 69. Acquire and study goals and long range plans of local government units, planning agencies, social service groups including goals and plans of local education agencies and cultural groups. | | | | |
| 70. Identify ways the local library can provide resources and services to support goals of other community groups. | | | | |
| 71. Develop plans to maintain a clearinghouse service of local resources available through the library or other community agencies. | | | | |
| 72. Develop plans to create and fund a community human resource directory that identifies special skills and expertise of local residents. | | | | |
| 73. Complete analysis of reports and findings of study groups to prepare final report of community study. | | | | |
| 74. Refine report of community study to include identified trends in the community, special concerns as these trends relate to library service and study recommendations that will lead to action items. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 75. Promote and inform citizens, community leaders and organizations of the results of the study, encouraging their responses to findings. | | | | |
| 76. Initiate and implement plans at the local level to organize a consortium of local information agencies. | | | | |
| 77. Maintain contact and representation with local planning and policy groups to ensure continued update of community plans. | | | | |
| 78 Implement steps to ensure library is recipient and depository of studies, reports, brochures and information resources from all community, education, social and cultural units. | | | | |
| 79. Plan at least four meetings a year with information specialists and/or administrators from other community agencies to share ideas. | | | | |
| 80. Analyze and apply results of community survey updates and revisions as new trends or changes affect the growth and development of the library. | | | | |

## ASSESSING AVAILABLE SUPPORT STRUCTURES

The process of assessing a community library and other information sources and centers in a local area contributes greatly to interlibrary cooperation and resource sharing. However, even access to a broader information base at the local level will not readily supply all the information needs. The next step is to understand and explore ways to use systems, networks and organizations that function outside the community. Utilizing these structures will lead to access to information beyond local, municipal or county lines into state and national information networks. Whether the structure is approached from the top down or the bottom up, the local library and its users receive the ultimate benefits in gaining access to resources and services far beyond their individual ability to acquire or maintain. The concept of equal access to information had much influence on the development of these structures and network systems. Promoting the utilization of these established mechanisms will do much to benefit local citizens in their quest for information.

Each state in the nation has devised a network system of resource sharing and support services. These structures differ depending upon geographical consideration or economic, political or population influences. While some states administer their own single system, other states designate county library units to be the links for interlibrary cooperation. Regional

library systems have been created in several states while still others rely upon the strengths of large urban libraries to administer interlibrary cooperation programs. In Pennsylvania a combination of all of the above was created and deemed the most effective way to share resources from all types and levels of libraries. The keys to the success of this resource sharing rest with the Regional Resource Centers and District Center Libraries.

There are four Regional Resource Centers in Pennsylvania: The State Library, the Free Library of Philadelphia, the Carnegie Library of Pittsburgh, and the Pennsylvania State University Libraries. Through supplemental support from the state, these vast resources and collections are continually expanded in special subject areas and serve as an important backup support of resources to other major library collections within the state. Access to these collections for the general public is through interlibrary loan requests initiated from the District Library Centers in Pennsylvania. The success of the network system and use of resources from the Regional Resource Centers and District Library Centers has made it possible for millions of residents in the state to have these resources or facsimiles delivered to the local communities for use.

The major link in interlibrary cooperation and support for community libraries has come through the organization of the District Library Centers. There are twenty-seven District Library Centers in Pennsylvania. The libraries designated as

District Library Centers were selected on the basis of the size of the collection of resources, the leadership and expertise of professional and support staff, geographical locations, and the capability or potential of the library to initiate and provide a wide array of services to the local libraries within its district. State funds provide support to ensure that each District Library Center maintains a minimum level of service to its member units. The relationship of the District Library Center and its performance with community libraries suggest that this organizational concept has done much to raise the level of library services statewide and has brought about more equal access to information for all citizens.

The size and complexities of District Library Centers vary across the state. While some are organized on a county basis, other District Library Centers cut across several county lines. District Library Centers in large metropolitan areas not only cross county lines but provide services to a wide variety of local libraries in many separate townships and boroughs. Some districts encompass hundreds of square miles and a few thousand people. Other districts serve millions of people in a relatively small geographic area.

The potential ability to provide access to resources statewide was one of the deciding factors in organizing the District Library Center and Regional Resource Center concept. Community libraries unable to meet information needs at the local level channel requests to their District Library Center.

There with larger collections, special staff can meet the requests or implement steps to move the requests further through the network. All District Library Centers are equipped with computer terminals to data bases that link the major libraries within the state and have further potential and capability of locating resources among thousands of libraries nationally. Once an item is located within the state network and the loan is negotiated, the material is delivered to the District Library Center via the Interlibrary Delivery Service within a few days. Resources requested outside of Pennsylvania are sent to the District Library Center by mail or other means. Most District Library Centers provide local delivery service to community libraries within its jurisdiction, thus lessening the time it takes between the initiation of a request and the delivery of the resource to the local community library.

Community libraries may also share in other district center programs and services. Access to the District Library Center's film collection and linkage to the State Library Film Center is another example of resource sharing. Each District Library Center has a consultant librarian who makes periodic visits to local libraries to aid in collection development or problem solving. Regularly scheduled meetings of all library administrators in the district do much to foster library co-operation or sharing of problems and program ideas as well as keeping local library personnel informed on new trends, legislation or special activities. The District Library Centers also

have a key responsibility to trustees and local library directors and advisory groups in keeping them informed. While district-wide information sessions are planned for these policy boards, other workshops and programs are planned for citizens of the community. The District Library Centers also give assistance in data gathering, special studies and in the preparation of annual reports or development of proposals for special funding. Increasingly, the District Center Libraries have been responsible for meaningful public awareness and library promotion programs to benefit local libraries.

In addition to the District Library Center structure within the state, a growing number of library systems are beginning to emerge. Many system libraries are built upon a county library unit which serves as system headquarters for local library members. There may be other federations and system organizations formed within larger geographical service areas beyond the county unit. Membership in a system usually provides services and support offered beyond what is expected of a District Library Center. Most systems provide services through a central headquarters staff that can be administered more efficiently and/or economically than if the same functions were performed by a local library. The kinds of services offered most often are centralized purchasing, cataloging and processing of resources for all libraries in the system. Larger units with greater purchasing power can usually obtain high discount rates from book jobbers and wholesalers. Many library

systems provide central accounting services as well as a system classification, payroll and benefits program. Local libraries in systems also benefit from system-wide policies in selection, personnel, resource sharing, and those policies that ease management decisions. Library users also receive benefits from system libraries in having access to another community's library through use of a system-wide library card. Many systems also receive and distribute public funds to ensure a more equitable support of local libraries.

The success of a library system organization is only limited by the creative leadership of the system administrator and the willingness for system members to realize its potential. Many system boards are in the process of implementing locally developed system standards which go beyond standards required by the state. Membership in these highly developed systems has come to mean a great deal to members who also must make contributions in a variety of ways to ensure that system goals are maintained.

Beyond the District Library Center and system libraries is the State Library and its Bureau of Library Development. This highest state level of library leadership and development provides a staff of highly qualified professionals to give guidance and direction for library services statewide. Through its Governor's Advisory Council and a wide spectrum of special committees, task forces and study groups it establishes and enforces standards for local, district and system libraries. It

also provides in-service and continuing education programs, implements federal proposals and distributes funds to meet a variety of state and local library needs. Though most local library administrators and staff work directly with district consultants, there are often times when direct consultation with State Library and bureau personnel is desirable. Many community library personnel take advantage of well planned and timely regional workshops funded by the Bureau of Library Development. These programs provide an excellent opportunity to meet experts in special fields, learn new techniques, explore new program ideas, and share in discussions with other library personnel from throughout the state.

Throughout Pennsylvania, there are a number of library-related organizations, associations, networks and consortiums that will have value to community libraries. Three professional organizations, the Pennsylvania Library Association, the Pennsylvania School Librarians Association, and the Pennsylvania Learning Resources Association, all provide excellent opportunities through statewide conferences, regional meetings, newsletters and membership involvement to learn new ideas and approaches in cooperative practices. The Pennsylvania Citizens for Better Libraries, a statewide citizen action group, will provide guidance in building local citizen support groups. Two major regional networks, the Pennsylvania Library Network on the eastern side of the state and the Pittsburgh Regional Library Center on the state's western boundary link public, academic and

special library resources and contribute greatly to library cooperation activities. There are also many regional film consortiums as well as county and regional library associations. Their sessions foster an open exchange of ideas for library cooperation. Finally through county extension agencies and state and national networks, there are published journals, newsletters and special brochures and information packets of governmental units, professional associations, foundation supported organizations and private enterprises. These publications identify resources and ideas, as well as target on issues and trends to help local libraries meet information needs.

The assessment checklist which concludes this section of the manual is not intended to provide instant solutions to interlibrary cooperation concerns, nor will it provide immediate methods to increase the library cooperation that presently exists. Your responses to the questions and action items will help open doors to subsequent plans--still to be imagined--by you and others to work more effectively in future library cooperation efforts.

ASSESSMENT CHECKLIST

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 81. Meet with District Library Center consultants or system administrators to review interlibrary loan policies and procedures. | | | | |
| 82. Maintain and update a list of all library and information centers in your library district or system. | | | | |
| 83. Request District Library Center to conduct an in-service meeting with area information personnel to discuss interlibrary loan procedures and special sources and network channels of information. | | | | |
| 84. Schedule and visit other libraries and information agencies in the area to assess special collections and share ideas. | | | | |
| 85. Request from district or system administration a report or listing of periodical holdings available in their service area. | | | | |
| 86. Observe on a scheduled visitation the operations of a district or system interlibrary loan or film center operation. | | | | |
| 87. Request the district or system administrative unit to develop an area resource guide for library users. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 88. Implement book and film discussion meetings and explore updating sessions on the availability and use of other media formats. | | | | |
| 89. Identify the types of services you receive from the district or system administrative unit. | | | | |
| 90. Make a list of support or cooperative services not presently available, but if provided would be of benefit to your community library. | | | | |
| 91. Explore with community agencies and area information centers the potential of providing supplemental services for a variety of library-related needs. | | | | |
| 92. Explore with district councils and system boards the equitable distribution of local and state funds. | | | | |
| 93. Identify five services you believe could provide a cost savings if administered under a central unit or agency. | | | | |
| 94. Maintain procedures that would ensure your library will be on updated mailing and distribution lists of state and national bureaus and information agencies that would have benefit to your library users. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 95. Explore with other area community library administrators, district councils or system boards the use of new technologies to support production and dissemination of services and resources. | | | | |
| 96. Identify with larger coordinating units the expected advantages achieved from central administration of personnel recruitment, job classification plans, employee benefit programs as well as central purchasing of materials, equipment, supplies, and insurance and maintenance contracts and services. | | | | |
| 97. Initiate efforts for central coordinating agencies to gather data and report on an annual basis a comparative study on support and services of libraries in the area. | | | | |
| 98. Request from district or system centers the development and maintenance of a clearinghouse of program ideas and resources to be utilized by information agencies in the local area. | | | | |
| 99. Maintain an active and involved membership status in library-related professional and education associations as well as state and local societies and organizations. | | | | |

| | Needs Attention | Under Study | Task Completed | Date |
|---|---|---|---|---|
| 100. Develop a week-in-review log that identifies and/or highlights problems, areas of concern, creative ideas, or observations that could affect your work or library service and use this material for discussions with consultants or for library board information. | | | | |

# THE PLANNING PROCESS - IS IT FOR ME?

Nancy C. Ruccio, Director
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Summary

The American Library Association's A Planning Process For Public Libraries has generated concern among small and medium size public libraries. The foremost concern centered around the document's applicability to all types of libraries. Depth and magnitude may vary with size of library, but the intent of planning is universal. No matter what size, the library must plan to meet the needs of the community it has been established to serve. The Planning Process provides an effective method of approaching library development in light of the individual characteristics and needs of the community. To meet that end, the document recommends that members of the community be actively involved in the planning process. Those for whom services are designed are to be given an important role in deciding those services.

Although the Planning Process aptly structures a workable methodology, it is not to be viewed as a universal panacea. The document contains examples of charts for data collection, survey questionnaires, strategy charts, goal and objective statements, and evaluation charts. The examples are not designed to be literally applied. They are provided to

assist your thought processes and are to be molded to fit your situation.

In using any planning methodology, it is up to you to choose those elements that will be most effective in your situation. No format can replace the need for a strong commitment to planning. Steps in a methodology are meaningless if the executor has little concern for the results. To develop a strong commitment, a knowledge and understanding of the potentials of planning are important.

It is the intent of this paper to develop an understanding of why it is important to plan and to develop a confident planning attitude. Learn to ask questions and have supportive data for decisions being made. Know why the decided route was taken and what the projected end results are to be. Learn to establish goals and objectives and to realize their interrelationships. It is not the intent to create yet another planning process, but to encourage the self-confidence necessary to digest what has been written and to choose that which best facilitates your individual situation.

## Introduction

The impetus for this position paper was the concern voiced by leaders of small rural libraries at the American Library Association's Discussion Group on Rural Library Service meeting in New York. Those concerns centered around the utilization of

American Library Association's A Planning Process for Public Libraries in their public libraries and in libraries of similar size across the nation. Perhaps owing to the newness of the approach, confusion over potential use seemed to prevail. Those present were not sure the document would be the appropriate ultimate methodology in planning. Having studied the Planning Process, it would appear that the strength of the document is not in the proposed planning format but in the intent of planning. The most imperative element would have to be the reason a library would choose to do planning. To be effective, the library must have a strong commitment to planning and the resulting changes. Going through the planning exercise is not sufficient. No matter how perfect the model design, total success depends on this strong commitment.

If a library accepts the basic premise that it gains its legal establishment not from municipal resolution but from its ability to satisfy the needs of the population it has been established to serve, then it must follow that the intent of its library development must follow the movement of the needs of its local service population. As a public agency receiving or seeking public funds, the public library must justify the receipt and expenditure of such dollars. Justification must come through the demonstration of the value of the provided services to enhance the quality of life to the residents of the library's defined service area.

To evaluate and develop those services for maximum impact, interaction between the deliverers (the library) and the recipients (the library users) must occur. Interaction must be conducted in a cooperative mode. Ineffective reactions may occur if the institution takes a maternal attitude in deciding the needs of its community. The antithesis would be potential apathy if the institution waited for droves of requests from the user community. Mutual respect and interaction can result in services that satisfy both the institution and the service community. Leadership from both is imperative, but it must be nurtured within the confines of reality and ability to satisfy the resulting prioritized needs at the present and in the future.

If a public library accepts the responsibility for public satisfaction that comes with the status of a public agency, then the resulting planning that must occur to satisfy that community should be integral to the structuring of the library's service development. Certainly the greatest reward in being a public service agency is in the satisfying of the public need. And what other public agency has the potential to serve as large a percentage of the total population as the public library? However, has that potential been completely explored? Planning by each local community enhances the library's ability to expand those potentials in light of its community's individual needs.

## Where To Begin

Once you realize why planning is important, the first step in planning has been accomplished. The strong conviction to satisfy the needs of those you have been established to serve is the main building block to your planning structure.

Still the planning process seems like an ominous task. Is it perhaps the unfamiliar terminology? Every profession has its own language. Just think of the impact the Library of Congress classification system has on non-librarians. To a librarian it has a very simple explanation, i.e., Library of Congress is a numbering method that groups materials on the same topic together. A lay person could certainly comprehend this explanation. The same simplistic explanation can be attached to time-tabling, simulation, PERT charting, and other management terms. You're a librarian, and information is your business. Don't be intimidated by terminology. You can conquer any topic.

You might not realize it, but planning is a part of your every day life. Take for example your need for shoes. In our society shoes are an important item. Many establishments forbid entrance without them. If we want to be an acceptable portion of society, it is important to own shoes. Many elements may enter into the number and variety of your shoe collection. But one element is always prevalent--the limited life span of a pair of shoes. At some point, a decision to purchase new shoes must be made. You might say our defined need or want then

becomes the purchase of new shoes. How do you go about the selection process?

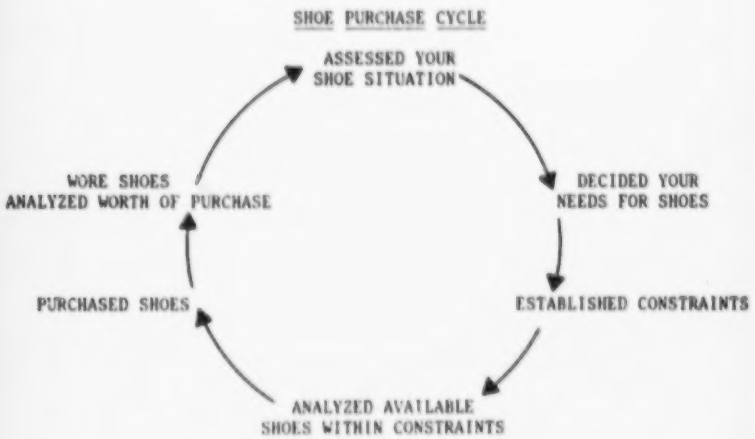
First you decide why you want new shoes. It could be for a number of reasons. It could be out of a basic need, i.e., the old ones wore out and you need a replacement; it could be for a special occasion, i.e., gray shoes to match your attire for the President's dinner; it could be due to fashion change, i.e., the old shoes have plenty of sole but styles have changed. For whatever reason, that reason will be yours alone and based upon your needs and your ability to respond to those needs.

In responding to your decision a set of factors will influence what pair of shoes you purchase. Again, those factors will be in response to your individual situation, and the set of factors may change with each purchase. Style, color, height of heel, material composition, and price certainly must be considered. The priority of factors will be set by you in light of your current need and the realities of your situation. After weighing the pros and cons of each solution to your decision, a final purchase will be made within your defined parameters.

Once your purchase is made, factors again come into play that will influence future decisions. Fashions will change, shoes will wear out, and special occasions will again occur. As these occur you again find yourself in the position of deciding your shoe needs. The whole procedure is cyclical but the factors may change from cycle to cycle. Each time you

must define the limiters of your decision for your situation, given your individual constraints.

Essentially what you have done is to move in a circle. Although the design is a circle, the time it takes to complete the cycle will vary. Depending on the type and use of the shoes you purchase, the cycle could repeat itself in eight or eighteen months. You and the quality of the product determine the life span and repetition of the cycle. Visually the cycle is as follows:




Should you choose to purchase several pairs of shoes at one time, the above cycle would apply to each selection with the length of the cycle being dependent on the purpose and use

of each pair. Again your constraints and utilization determine the time frame of the cycle.

Planning the development of library service is not unlike your individual shoe purchasing cycle. In both cases you must decide your present situation, your desired future situation, and how you intend to get from one point to the other. The decision process of setting goal priorities and the method of implemention are based upon appropriate information gathered to make the final decision, the best possible decision, at this point in time. This is not to say that in the future the current decision will prevail. Nor does it indicate that given similar data in a similar situation that your decision can effectively be transferred. Each case is slightly different; however, elements may be similar. It is the decision maker's responsibility to analyze and choose those applicable techniques for each individual instance.

The most glaring difference between quantitative standards and the planning process is that the decision for quality service is based upon the library's ability to translate, through its service policies, the needs of the community. Theoretically, the number system of quantitative standards was designed to establish quality library service. And admittedly they were much simpler to apply. Through a basic mathematical calculation you could determine the number of appropriate volumes, staff, periodicals, and hours required for minimum

service to a defined area. It does not appear as though the planning process dismissed the previous standards. What does happen is that those standards are analyzed and evaluated in light of the people to be served. In collecting X number of volumes per capita, are those volumes serving the needs of the community? Is the current collection development in line with community needs? If my community needs more popular fiction, what impact will movement of purchasing procedures have in overall service? What are the alternatives to accessing less frequently requested information which is not owned by the library? Where does the library fit into the total community picture?

Planning takes the things you have been doing, makes you take a look at them, incites you to decide their effectiveness and whether they warrant change, cancellation, or continuation to respond to the needs of your community. Just because you begin planning, this does not mean that your entire operation will immediately change overnight. Give yourself some credit. You have not operated in a total void for the past twenty years. But in the same respect, be willing to give planning a chance. Don't cling to "but we've always done it this way," for at some point in time some person made a decision to establish the procedure. Perhaps it is time that you exercise the same prerogative.

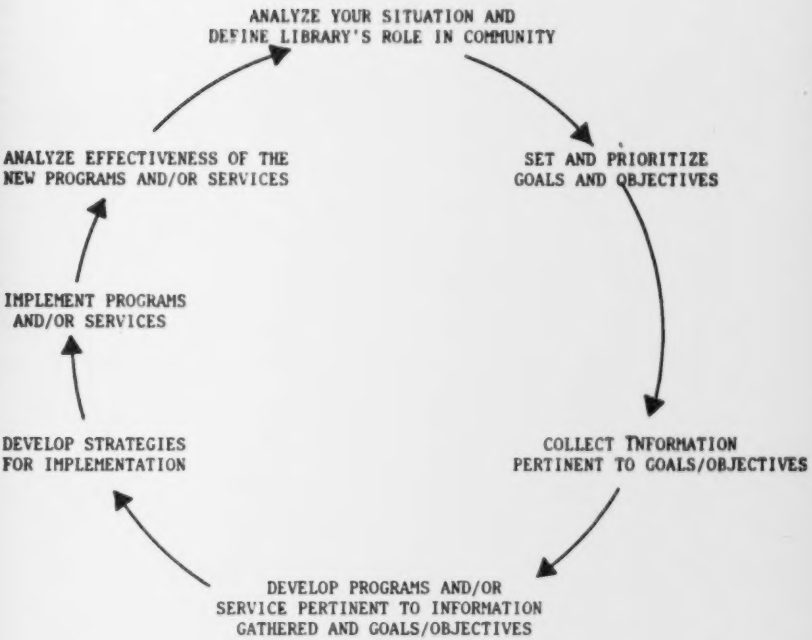
## Actual Planning Structure

Library planning works in a cycle similar to the previous shoe example. The analogy is appropriate because certain pairs of shoes, as decisions, will have a longer life than others. Nevertheless, at some time a replacement will be necessary. As is human nature, you may want to ignore the need for a change, be it shoes or library procedures, but the inevitable is always present. The decision for change must be made; the alternative for shoes is to go barefoot and for libraries is decreased funding and use.

In order to avert the option of decreased funding and use, the library must be realistic and engage itself in an activity that will demonstrate the importance of the library to its service community. What impact does the library have on the community's quality of life? What services could be provided that currently are not? How does the library decide what services to offer? What are the goals and objectives of the library? What are the needs of the community? The planning process is designed to answer these and many other questions, thus putting the library in touch with its service community and the needs of its residents.

Basically, a simplistic planning cycle is as follows:

PLANNING CYCLE



Essentially what is happening is:

Step 1 - You analyze your situation by looking at community data which includes:

- Statistical information about:

  Population increases or decreases or property values

  Economics as average income-education levels

  Industrial nature and development-age groups

  Transportation

  Communication system--newspapers, television stations, and radio stations

- Informational data

  Don't recreate the wheel

  Community studies may already exist

  In Pennsylvania each county agency has a planning department that is supported by a state regional planning agency. The overview of the community is going to be the same whether you're planning for education, roads or services. You are all dealing with the same community.

You should look at library information which includes:

- Statistical data about:

  Circulation

  Collection development

Patron registration

Reference questions answered

All other data that describe the resources and services of the library

- Informational data

Promote communication among the various community agencies. Knowing the activities of other agencies can help place the library in the total community perspective.

You should define the library's role in the community:

- The intent of diligently collected data about the community and library is to utilize that information in the formulation of the library's developmental plan. Just where does the library fit into the community? How do we go about deciding? What would be the most effective way to make decisions for the community? Involvement of residents for whom the services are designed would certainly add to the probability of successful implementation and development. What better way exists to satisfy the community than to involve a cross section of the residents to be served in the planning process. The purpose of a public agency is to serve the general public; if you intend to provide useful services, the input of those to be served is imperative.

- For example, Memphis and Detroit Public Libraries were in serious financial difficulties. However, by redefining their roles within their respective communities to include a strong information and referral system, both have gained substantial community importance and consequently increased financial support. Each developed a service that was integral to the life of its community, a service that is recognized by the community as being important, and one which has community-wide support, both verbally and financially.

- The Planning Process and other planning documents recommend the establishment of a planning committee composed of a cross section of community residents. For workability, the membership should be limited to no more than fifteen members. Again, it should be representative of the total community. Remember that the community is composed of more than the people who reside within geographic boundaries. You also have businesses, organizations, churches, educational institutions, governmental agencies, and cultural institutions. The intent of the committee is to represent a cross-section of the community. Select your group so as to create a mini-cosmos of your total community.

- In addition, the committee should be composed of high interest community members. Token membership will not result in active participation. Take care to select those who will accent the process and assist in creating an alive product.
- Now that your community-based planning committee is selected, you must provide them with appropriate data upon which to begin the formalization of the library's developmental plan. Care must be taken to provide just enough information without over or under loading the participants. They must have enough information, both community and library, to understand the current and past situations. That information should be in a pertinent format to accent the process and avoid peripheral statistics. In working with the committee, be responsive to informational gaps.
- In looking at community statistics, it may be more important to know that 62% of the population will be 60 years and above by the year 1990 than to know that 62,000 people will be in that age category by 1990. Structure your information for correct representation and in the most usable format. The same applies for library

statistics. The Planning Process suggests organizing your statistics to demonstrate trends. To a planning committee, it would probably be more helpful to know that your children's circulation increased 10% each year for the past three years than to know that the circulation was 3,000 in 1977, 3,300 in 1978, and 3,630 in 1979. Certainly committee members could calculate the same trends, but is that the best utilization of their time and what impact will such utilization of time have on their interest?

As the person in charge of library operations, you must be willing to take an active coordinating part in the planning process. Who better knows the facility and how to acquire information than library personnel? We do it daily for patrons; now we must do it effectively for our own institution. Your position in the process is perhaps the most delicate and the most important. You will probably know the most about the library, but objectivity must prevail. The decisions must come from the committee. You must resist leading that committee in the direction you feel the library should go. That is not to say that you are encouraged to take a passive role. Keep in mind that the process is an

analytical one, and is not intended to evaluate or criticize what has passed. The intent is to view what has passed and transitionalize the library into future needs. Don't dwell on what should have been done but on what needs to be done now to make the library an even more viable part of the community.

- Once information has been collected, the committee formed, information distributed to the committee, and the librarian's role defined, you begin as a group to assess the position of the library in the community. You know where you have been and where you are now; next you want to decide where you are going and how you intend to get there.

Step 2 - The setting and prioritizing of goals and objectives follows the committee assessment of the provided information. The task becomes one of setting goals and objectives that will be responsive to the library needs of the community. Goals are broad statements of intent, whereas objectives are measurable statements that evaluate the implementation of goals. A single goal may have several objectives for effective implementation.

- For example, the committee may conclude that lack of awareness on the part of the population is a large contributor to limited use. They may set a goal of "increasing public awareness of the potentials of the local library in satisfying information needs." What must be done to make this goal a reality, and once a reality, how successful have the efforts been in accomplishing the goal? How can this goal be satisfied? What method shall we try? First we may decide that a big potential user-community is the local business. How do we let the businesses know what we have to offer them? You have investigated and found out that 90% of the community's businessmen belong to the local Rotary Club. The decision is made that a presentation at one of their meetings would be a good method to disseminate information about the potentials of the library. How will you know if this has been an effective approach? And if it has should you try other organizations? You must develop a measurable statement to evaluate the worth of the activity. What will you accept as successful? Do you have any comparative experiences? Perhaps your objective would be to develop an awareness among community businessmen through the presentation of programs

with 10% of those present requesting information utilizing the library within six months of the program presentation.

- You have presented your program to twenty community businessmen by

the terms of your objective within six months. You would feel successful if two businessmen requested information or used the library. If this occurs, your approach is successful; the decision then becomes one of deciding if the goal has continued merit or if it has served its complete purpose. The alternate is if no one accesses the library you must analyze whether the goal was inappropriate or the method of implementation ineffective. If the implementation was ineffective, are there alternatives, and is the goal still worth pursuing?

- Actually, the example brings you through the cycle. However, the planning process is not that simplistic. Many elements must be dealt with simultaneously. And many may be interrelated. As previously stated, you may have several objectives to satisfy a single goal.
- Let us go back to the goal of "public awareness." What other methods of making the community aware of the potentials of the library are available?

Perhaps a massive campaign, the establishment of a public awareness division, the development of contacts with other organizations, the dissemination of information through the school system, or the enlightenment of the population through religious affiliation are potential alternatives. Again these would be translated into measurable statements to facilitate future analysis.

- In considering the alternatives to satisfy a goal, the committee will want to decide which approach will have the greatest total impact in reaching the stated goal. Each alternative may, with time, accomplish the end result, but is the library willing to risk what time it might take? Logically, the alternative should be prioritized in order to accomplish the maximum in the minimum amount of time. At this point you must ask how do you decide which alternative will have the greatest impact? Can you make this decision on the information currently available? You may find that further information is necessary.
- In addition, the ordering of goals according to their importance and impact will require equal indepth consideration. And again, insufficient information may require further data collection at this point. It is apparent how important the

interrelationship between sufficient information and sound design-making really is. The basic data initially collected give the committee a general direction; to refine its projections further, supportive data are required. Once collected, data will either reaffirm, reorganize, or redefine the proposed goals and objectives.

Step 3 - The collection of information pertinent to goals and objectives should be controlled. Be cautious not to overload yourself with unimportant data. It is generally accepted, as indicated in the Planning Process, that surveys are the most effective technique for collecting attitude and interest data. However, it must be kept in mind that in order for the information to be valid, precautions must be taken. You want your sample to have as little bias as possible. And the number sampled must be substantial enough to be representative of the community from which you're seeking the information. In a general community survey, random selection insures limited bias. Nevertheless, bias will exist. If you select your sample from phone directories, you have eliminated those without phones; if you use voter registration, you eliminate non-registered residents; if you use library registration files,

you eliminate non-users. Be aware of the limitations of your information; decide what bias you will tolerate and what effect it will have on your decisions.

- Method of survey distribution will also affect your sample size. If you decide to mail your survey, expect a return of between one to two percent. Therefore, the sample size must be projected to be sound if only that percent is returned. Telephone surveys are more effective. However, the length of time that a person is willing to concentrate and provide valid information is limited. Brevity in telephone surveys is imperative.
- It must be realized that surveying is time-consuming and expensive.

  Tallying and interpreting the gathered information does take a great deal of time, as does the preparation and execution of the survey. However, in bringing the library and the community together, could the time be better spent?
- The Planning Process does indicate a variety of surveys that the library might want to conduct. Among those mentioned are community surveys, staff surveys, school surveys, or user surveys with sample questionnaires. Again, the structure

and variety of surveys utilized will depend on your individual situation.

- The purpose of a survey is to acquire needed information. You must decide the information you need to make your decisions and structure your survey accordingly. Take care in the wording of the questions. And always randomly test it to see if you are in fact getting the information you need. Testing enables you to restructure or rephrase questions to bring out the information you are seeking.
- Perhaps the most influential of the surveys in designing library service to satisfy the community would be the community or "citizens" survey. Depending on available data, you may want to consider the execution of this survey prior to the establishment of goals and objectives. Community surveys are very time consuming and you will not be able to do an in-depth survey on a yearly basis. Therefore, make it as comprehensive as possible, attempting to anticipate the broad spectrum of information that may be needed for a number of years. Be prepared to make mistakes the first time you structure a survey. It is impossible to anticipate everything. Learning from the process is equally important.

You can't expect to know everything the first time out, but be confident and give it a try.

- The planning process for the total institution will produce numerous goals and objectives and will necessitate dealing with a number of tasks at one time. These goals and objectives may address the internal structure of the library as well as the programs and services provided to satisfy the needs of your community. They too are interrelated. How efficiently you operate the technical processing procedures may have a direct affect on your ability to develop service. Suppose you are typing all catalogue cards in-house, and it requires three employees. If you introduced the purchasing of cards or utilization of a photocopier to produce cards, you may be able to produce the same work in fewer hours. Those hours saved could be redirected to the expansion of library programs and services. Of course, such a decision would rely upon the constraints of your institution.
- The interrelationship that exists between goals and objectives and data collection is an important one. The data are the basis for sound decision making. It is apparent that once further data are collected reconsideration of

goals and objectives may occur. Steps two and three are strongly related. Don't become too rigid in your planning; be ready to respond to the unexpected. You have now decided where you intend to go.

Step 4 - The development of programs and services to facilitate the set goals and objectives is perhaps the most interesting part of the process. It taps the depths of the committee's creativity and is the substance that will make or break library development. You have a knowledge of what the community needs; now you must structure programs and services to satisfy those needs.

- In the early chapters of the Planning Process, it is suggested that it might be advantageous to compare your library statistics with other libraries of a similar size. It would be of equal value to research how various institutions developed programs and services to satisfy their respective communities. This is not to suggest that you adopt their approach totally. What it does suggest is that you be aware of the techniques employed, analyze their structure, and pick and choose those elements that could be beneficial to your individual situation.

- At this point, you're establishing how you intend to get where you have decided to go. What steps must be taken to accomplish your end goal are being developed. Let's go back to the example of "public awareness." You will recall that the decision to satisfy that goal, in light of the business community, was to present a program at the monthly Rotary meeting. The intent of the program was to provide the business community with information, or sources of information, that could be accessed through the library to enhance the success of their business.
- The elements of the program design would include:
  - Who would be the most effective person to present the program?
  - What information should be included; can we satisfy business needs in-house or must we go elsewhere?
  - Does the program have flexibility to be revised for other groups?
  - Does it have methods of evaluation built into the objectives; is that sufficient to evaluate and analyze the program's impact; what other methods of evaluation would be helpful?

- What do we expect to get from the program in light of awareness and support?
- Does it have a cost factor; can the institution afford the expenditure; what are the alternatives for funding?
- What factors are interrelated to the program; are we just trying to gain awareness or are we trying to enhance financial, political, or community support of the library; if so, are we effective?
- What are we trying to learn from the community about current and future needs; do we view this as a further means of data collection that could assist in future planning or current revision of the approach?

- Again it becomes apparent that the planning process is not a series of steps to be checked off when completed. Each movement is interrelated and has an impact on each other. You can see how the setting of strategies, implementations, and evaluation are part of the total program design. You really can't design a program without considering how and where you will present it. In addition you will want to know what benefits you will receive from the presentation and whether the effort required is

adequate compensation for the end result. The decision is yours.

- It is important to stress that evaluation techniques must be part of the program design. You cannot evaluate the impact after the implementation without predesigned evaluation techniques. If you have decided requests from the business community are a means of evaluating your effectiveness, you must alert your staff to record those requests. Your end result could occur without your knowledge if this is neglected. Should this happen, how then could you evaluate the success of the program?
- Important to the evaluation of the program design would also be an assessment of the information presented in the program. Does it meet the community's information need? What needs do they have that were not addressed in the presentation? Evaluation is a mechanism to analyze levels of success. Even if a program is less than successful, the important thing is to analyze the program and learn from the process.
- In fact, constant ongoing program evaluation should be employed. Planning is also an ongoing process, and evaluations assist in maintaining a sound direction. You must constantly review your

progress. You don't establish a five year plan and wait five years to see if it all works out. During that period you may choose new directions in response to new developments. The plan must have a certain amount of fluidity. The intent of planning is not to create a series of tasks to be blindly performed. You want to know why you're doing those tasks and how they can be most effectively executed for the greatest impact.

Step 5 - The development of strategies to implement your programs and services is closely related to their design. You are further deciding how you intend to get where you have decided to go. Now you are establishing the most effective route. Think again, for a moment, why you have decided to initiate this program of service. You have an idea of what you intend to accomplish; now you want to establish a means to reach the desired end employing the minimum effort and expense for the maximum impact. A proper balance must be struck to insure the ultimate efficiency. How must the plan be laid out to accomplish the desired ends? What is your game plan? How does this program fit into the overall plan? What are its potential merits? What way must it be approached to gain the maximum impact? Continually

you will be questioning the intent and potential of what you are doing to make your end product a success. The task will be successful if it responds to the needs of the community; the level of success will depend on the amount of impact it has had on that community.

- In designing your strategies, you need to access the available options. Again, in presenting a program to local businessmen you could choose to:
  - Generally publicize your wares
  - Deal directly with each business
  - Deal with small clusters of contiguous businesses at their regular meetings
  - Deal through a general organized regular meeting, such as, the Rotary or Chamber of Commerce
  - Conduct a meeting at your facility to show business people your available resources and alternative services.
  - Depending on your chosen option, you may deliver your information through:
  - Newsletter, library, or business organizations
  - Personally present lectures or slide shows
  - Pamphlets or brochures outlining the available services

- Newspaper articles or ads outlining the available services
- Radio or television ads, again, outlining the available services

- The above suggestions are by no means the only options or methods. They are presented to tantalize your imagination. Selection of the most effective approach for your individual community is up to you. The intent is to create an interest in using the service, thus enhancing your community position. Pick the method with maximum impact.
- Remember that records of effectiveness and use are important in analyzing the progress of the activity. Decide your evaluative techniques early and make sure all concerned understand the format and importance of the documents. Communicate with those involved in the activity. It is crucial that all understand the need for record keeping and are supportive of the task. Ultimately, those records become the information upon which future revisions and plans are based. Evaluative records are invaluable.

Step 6 - The implementation of the program of service is the result of all previous efforts. You have surveyed your community, projected a solution to

its needs, and developed a program/service plan to satisfy those needs; what remains is the presentation of that program/service. Before presentation you have considered:

- Your target audience
- Method of presentation
- Place of presentation
- Disseminated information concerning the presentation
- Appropriate costs

You're all ready to go.

- Planning is an ongoing learning process. Learn from your presentation. If it is to be given again, what were its strength and weaknesses? Should it be revised to be more effective? Did it satisfy the needs of the audience? Were the needs addressed? Should a second in-depth program be developed? Question a new service in the same way. Does it meet the community needs? Is it organized in the most effective way for easy access? Is it causing problems? What must be done to make it more effective?
- It is impossible to anticipate all factors in the development stages. Be ready to react to those unexpected events. Be flexible in the implementation of the project. You main intent is to

effectively satisfy community needs, not to execute a plan point by point. Revise when it becomes necessary. Learn to question and to be responsive as the program/service becomes a tangible entity.

- You have built into your design methods of evaluation. Don't wait until the project has ended to evaluate. Look at each evaluation as it is collected. And again, respond immediately to those things that could help to make a more successful end product.
- Communication is an important factor. You want to have a well informed staff so they can effectively inform the population about new developments. An uninformed staff can definitely work against you and result in poor public relations. It is important to have a total positive institutional attitude toward your plan. Perhaps you may want to question the value of those staff members who are unsupportive. Only you can decide, but be careful not to ignore the obvious. What impact will those attitudes have on the library's development? Can you risk it? The decision is yours, but be aware of its potential affects.

Step 7 - The last step in the cycle is to analyze the effectiveness of the new program/service. It is now time to decide whether the program has accomplished the full range of its intent. From the evaluative data collected, has it met the terms as stated in your objectives? If it has, or has not, what were its strongest and weakest elements? Was the effort worthwhile? Does the end result warrant continuation, revision for continuation, or cancellation? What impact did it have on reaching the stated goal; what impact has it had on the total goals and objectives of the library? Does its results indicate reconsideration and reorganization of other goals and objectives?

- Analyze, more than evaluate, your progress. Don't look at it as just a success or failure. Tear it apart and ask "what happened?" Analyze all parts of your design. What could have been done to produce a better result? Even if the revisions were incorporated, would the program/service accomplish the desired end? Is there a more effective way to satisfy the need? Was the need correctly interpreted? Does the need still exist?

- The last question brings you back to the original step of asking "what are the needs of the community?" and "where does the library fit into the satisfaction of those needs?" The decisions are yours and will be made for your individual situation.

Each of the steps are logical and should be tailored to fit your individual library development design. The complexity of the exercise comes with the realization that each goal will move in a circle and each objective with its strategies will also move in individual circles within the total goal cycle.

Earlier the example of "public awareness" as a goal and "informing community businessmen" as an objective was used. Let's further expand on these, using the format from the Planning Process.

Goal: To increase public awareness of the potentials of the local library in satisfying informational needs.

Objective: To develop an awareness among community businessmen through the presentation of programs with 10% of those present requesting information utilizing the library within six months of the program presentation.

Objective: To establish a public awareness division within the library structure by 1983.

Objective: To offer film programs at the high rise for the elderly on a monthly basis with a 5% increase at each successive program.

Objective: To develop annual library visits by the thirty area kindergarten classes by 1981.

You may have numerous objectives to one goal. The committee is now faced with prioritizing the objectives in order to achieve the maximum impact on the stated goal. You will notice that the objectives address a variety of situations, both institutional and community oriented. It is important to realize the interrelationship that exists. Your institutional operation will affect, and be affected by, the community you serve. Be sensitive to the interplay that is necessary for effective operation.

Perhaps the committee chooses the objective to establish a public awareness division within the library structure by 1983 as a high priority item in satisfying the stated goal. The next step would be to decide the method of implementation, relevant costs, and projected benefits. What is needed to make this a reality? Make a list of the elements to consider, for example:

What will the division do?

- News releases on a weekly basis
- Guest on talk shows
- Radio and television shows
- Newsletters
- Presentations to various community groups
- Book sales
- Represent the library at county-wide functions, e.g., county fair, nationality days
- Create library displays at local shopping malls and in-house
- Develop pamphlets and brochures
- Create effective graphics for the library
- Develop short informational video spots for local cable stations
- Develop fund raisers

What is needed to operate?

- Staff - How many, what qualifications, and for what hours?
- Space - What square footage and do we have it?
- Equipment - What variety will be needed?
- Supplies - What available outlets exist?

What will it cost?

- What is available free?
- For what will we have to pay?

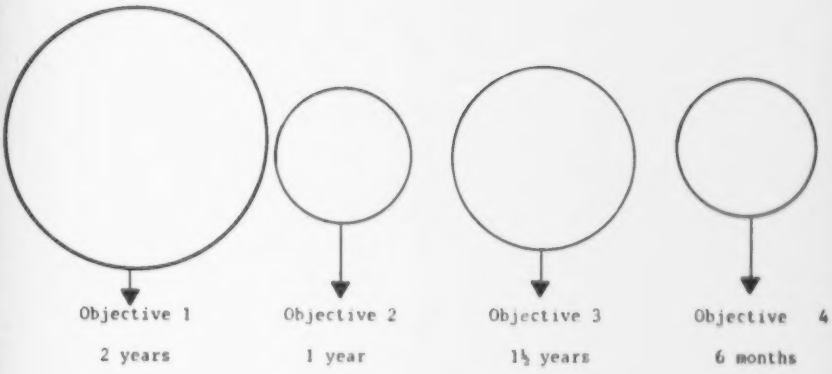
Where will we get the money?

- Budget reallocations
- Increased funding
- External seed grants

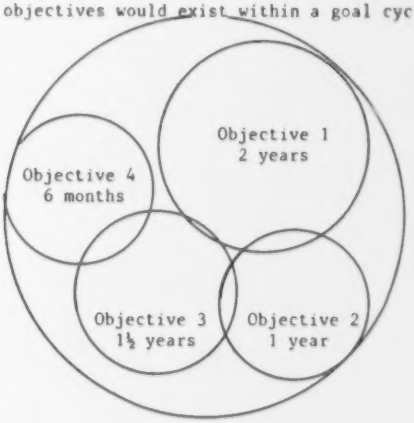
What are the projected benefits?

- Population aware of library and its services
- Increased use
- Requests for additional programs and services by the community
- Information concerning the community to enhance our understanding of their needs
- Increased public support
- Increased financial support

In the original time frame, if the project begins in 1981, we gave ourselves two years to complete the task. Each of the other objectives may vary in the amount of time to execute their plan of implementation and evaluation. The result is several objectives within a single goal completing their cycles in varying lengths of time. What you have is:

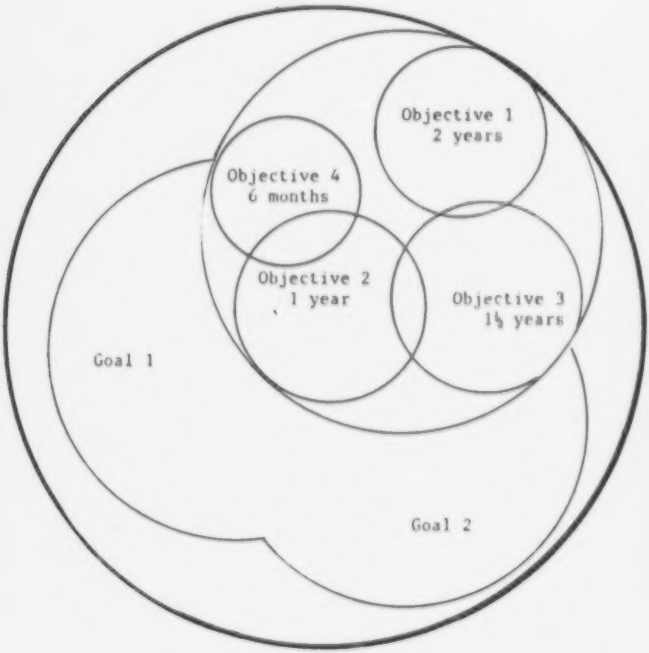



Each of those objectives would exist within a goal cycle as follows:

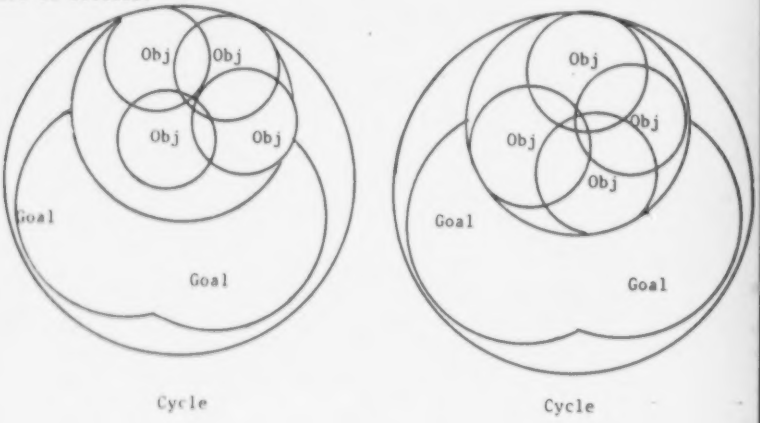


And each goal, with objectives, within each cycle of the total plan as follows:

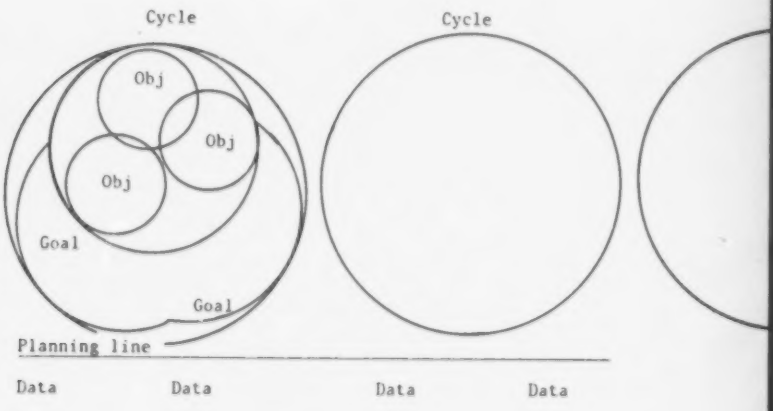
Cycle 1 of Total Plan



In addition the total plan will consist of a series of cycles as follows:




That will exist along your continual planning line, with continual input data, as indicated in the Planning Process as follows:



Acknowledging and understanding the interrelationships between your objectives, goals, and the total planning cycles is perhaps the most complex task. Initially, it will seem difficult. However, as you begin dealing in this environment and learn to be comfortable with the procedures, you will find library service and development far more exciting. You may begin to wonder how you ever lived without it!

## Conclusion

Planning is a departure from quantitative standards and does not include their neat check list. However, they do have an important commonality. Built into the Pavlovian responses of quantitative standards should be the intent to meet those numbers to satisfy the needs of the community and to insure a certain level of excellence in library service. Planning takes the same intent profile, steps back, and asks: do those numbers adequately address the problems; do they insure quality library service; do we have the same wants and needs as the citizens of Nashville and Butte; what are our unique characteristics; what makes our community tick; do they enhance library support, or is there a more effective way; is the library a true part of the community?

Perhaps the questioning technique is the planning process's finest quality. Don't just sit back, relax, and live

on what has been. Don't be passive; take an active role in the development of one of society's most potentially important public agencies. Make the public library an active participant in the community in which it lives. Do it with interest and the intent of making the library the community's most valued, active resident. The library and the community will flourish.

# A SURVEY OF RURAL LIBRARIANS ON CONTINUING EDUCATION

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During the fall of 1980, a telephone survey of rural librarians was conducted by the Center for the Study of Rural Librarianship to sample opinions of continuing education. The Center sponsored the survey for two purposes: 1) to augment its growing data base on rural libraries and rural library employees and 2) to provide continuing educators with more detailed information on rural public librarians and their needs.

The study attempted to avoid some of the problems encountered in previous continuing education surveys through several means. The first was an initial trial survey using two different forms to check respondents' accuracy when giving information about their own behavior vs the behavior of others. It was found that the specificity of the questions negated the need for alternate forms. The second was the use of follow-up questions to confirm a respondent's answer. They usually followed the original question closely but were of a different form to avoid repetition and the possibility of annoying the respondent. Two examples are:

1) As a follow-up to Question 1, "Have you participated in any continuing education?", respondents

were asked to provide detailed information on the last course or activity they took, and

2) At the conclusion of the request for ratings of different course formats and locations (Question 3), the question, "What is your favorite method?" (Question 4), was asked to check the accuracy of the ratings.

The survey format is reproduced in Appendix I on page 109 to allow the reader a clearer interpretation of results.

Methodology

Libraries to be surveyed were randomly selected from the 448 libraries listed in Rural Public Libraries in Pennsylvania: A Directory.[1] A library could be rejected for the survey for four possible reasons:

1. It was a district library
2. It was a county library
3. It had no telephone, or
4. It had been phoned during the trial survey.

All other libraries selected were phoned during standard business hours, 9:30-5:30. A library was called on three different days at three different times before being dropped from the study as unavailable. This occurred only three times, and on those occasions the next randomly selected library on the list was called and surveyed. Only two librarians refused to be surveyed, both for personal reasons, and one librarian could not be reached at a time convenient for her schedule. All

three of these libraries were also replaced with the next three randomly selected libraries on the list.

Forty-one librarians were surveyed by telephone over a three week period in September and October, 1980. In each case, the person requested for the survey was the name listed in the directory or his replacement if he was no longer employed at the library. In all forty-one cases the person interviewed was the person in charge of the library though the titles ranged from library assistant to director of administration. The telephone interviews were typically ten to twenty minutes long and were usually conducted in the afternoon. Anyone requesting a more convenient time was called at a time of his choosing.

Results

Twenty-eight (68%) of the forty-one respondents had previously taken a continuing education course or participated in a continuing education activity compared to thirteen (32%) who had not. Appendix II on page 113 lists the last continuing education course or activity completed by each librarian. It can be seen from the list that rural librarians are sampling broadly from the library science field and occasionally from related fields. The reasons given for taking the courses are listed in Appendix III on page 115. The courses met in three basic locations: a college or university (12), a library (7), or a miscellaneous location (10), e.g., a town hall or hotel.

The course sponsors are listed in Table I; sponsorship is divided among colleges/universities, libraries, and library associations.

Table I

Sponsorship of Continuing Education Courses

| | |
|---|---|
| Colleges: | Shippensburg (1) |
| | West Chester (1) |
| | Clarion (5) |
| | Villa Maria College (1) |
| | Drexel (1) |
| | University of Pittsburgh (1) |
| | Pennsylvania State University (1) |
| | Miami University of Ohio (1) |
| Libraries: | public library (3) |
| | county library (1) |
| | district library (3) |
| | state library (6) |
| Associations: | Eastern Pennsylvania Librarian Association (1) |
| | Pennsylvania Library Association (8) |

Twenty-six of the twenty-eight respondents who had taken continuing education courses thought their last course to be valuable. The most frequently given reason for the course being valuable was that it taught the respondent useful information. Four other reasons named more than once were: 1) helped me get ideas to make the library interesting for patrons; 2) gave me new ideas; 3) learned interesting things; and 4) met and interacted with other librarians.

The reasons for not taking continuing education courses given by the other thirteen respondents are listed below:

ready to retire/retired (2)
busy raising family (2)
working on a degree
no money to spend on education
too busy/no time (5)
does not need for job
never thought about it
not interested in library science

Survey question 3 required a rating of A (4.0 - excellent), B (3.0 - good), C (2.0 - average), D (1.0 - poor), or F (0.0 - awful) for nine different methods or techniques of continuing education or in some cases locations combined with methods. The mean rating on each technique was computed for the following groups:

A. All respondents
B. Those who have taken continuing education courses or activities
C. Those who have not taken continuing education courses or activities
D. Librarians 20 - 29 years old
E. Librarians 30 - 39
F. Librarians 40 - 49
G. Librarians 50 - 59
H. Librarians over 60
I. Librarians with no college degrees
J. Librarians with a B.S. or B.A. in any subject field
K. Librarians with an M.L.S.
L. Librarians in particular job less than 5 years
M. Librarians in particular job 5 - 10 years
N. Librarians in particular job 10 - 15 years
O. Librarians in particular job over 15 years

Table II reports rating data for the fifteen groups.

Table II

| | Workshops | Courses for Academic Credit | Television Courses | Summer Programs | Correspondence Courses | Conferences & Conventions | Weekend Courses for Acad. Credit | Programs at Own Library | Programs at District Library |
|---|---|---|---|---|---|---|---|---|---|
| A. All respondents (41) | 3.46 (34%)* | 3.05 (12%) | 2.33 (7%) | 2.74 (7%) | 2.45 (7%) | 2.61 (0%) | 2.80 (12%) | 3.00 (7%) | 3.24 (12%) |
| B. Those who have taken cont. education (28) | 3.5 (36%) | 3.0 (14%) | 2.2 (7%) | 2.8 (11%) | 2.3 (4%) | 2.7 (0%) | 3.0 (7%) | 3.2 (7%) | 3.4 (14%) |
| C. Those who have not taken cont. education (13) | 3.4 (31%) | 3.1 (8%) | 2.5 (8%) | 2.5 (0%) | 2.7 (15%) | 2.5 (0%) | 2.4 (23%) | 2.5 (8%) | 2.8 (8%) |
| D. Librarians 20-29 (6) | 3.6 | 3.0 | 2.4 | 2.4 | 1.8 | 3.2 | 2.8 | 3.2 | 3.8 |
| E. Librarians 30-39 (8) | 3.3 | 3.2 | 2.6 | 2.2 | 2.4 | 2.2 | 3.2 | 3.1 | 3.4 |
| F. Librarians 40-49 (9) | 3.4 | 3.1 | 2.9 | 2.9 | 2.5 | 2.6 | 3.1 | 2.4 | 2.8 |
| G. Librarians 50-59 (12) | 3.6 | 2.8 | 1.8 | 2.5 | 2.2 | 2.5 | 1.9 | 3.0 | 3.5 |

| | Workshops | Courses for Academic Credit | Television Courses | Summer Programs | Correspondence Courses | Conferences & Conventions | Weekend Courses for Acad. Credit | Programs at Own Library | Programs at District Library |
|---|---|---|---|---|---|---|---|---|---|
| H. Librarians 60+ (6) | 3.2 | 3.2 | 2.2 | 3.7 | 3.3 | 2.8 | 3.3 | 3.7 | 3.0 |
| I. Non-degree librarians (17) | 3.4 (6%) | 3.0 (24%) | 2.5 (18%) | 2.6 (6%) | 2.7 (12%) | 2.4 (0%) | 2.8 (12%) | 2.6 (6%) | 3.4 (12%) |
| J. Librarians with B.S. (12) | 3.6 (58%) | 3.0 (0%) | 2.0 (0%) | 3.1 (0%) | 2.8 (8%) | 2.6 (0%) | 2.7 (17%) | 3.2 (8%) | 3.2 (8%) |
| K. Librarians with M.L.S. (12) | 3.5 (50%) | 3.0 (8%) | 2.4 (0%) | 2.6 (17%) | 1.8 (0%) | 2.9 (0%) | 2.8 (0%) | 3.4 (8%) | 3.2 (17%) |
| L. Librarians in job for less than 5 years (20) | 3.4 | 3.2 | 2.7 | 2.6 | 2.4 | 2.6 | 2.9 | 2.6 | 3.2 |
| M. 5-10 years (10) | 3.8 | 3.0 | 2.0 | 2.8 | 2.0 | 2.6 | 3.0 | 3.3 | 3.6 |
| N. 10-15 years (6) | 3.3 | 2.9 | 1.8 | 2.8 | 3.0 | 2.7 | 2.2 | 3.2 | 3.0 |
| O. Over 15 years (5) | 3.2 | 2.8 | 2.0 | 3.4 | 3.0 | 2.7 | 2.8 | 3.6 | 3.2 |

*The number of times a category was selected as the respondents' favorite is represented by percentages in parentheses, e.g., 34% of all respondents selected workshops as their favorite method, 7% chose television courses, etc. One respondent did not select a favorite method which alters the A. All respondents and I. Non-degree Librarians data by a few percentage points. The "rounding off" of percentages accounts for the range of 99-101% totals found in the remaining respondent groups.

A statistical analysis yields some clearly popular and unpopular selections. "Workshops" received the highest rating with a mean score of 3.46 across all respondents. Another significantly high rating was the 3.24 average rating received by "Programs at district library." "Correspondence courses" were unpopular with a 2.45 rating, and "Television courses in your own home" received the lowest rating of 2.33. The remaining five continuing education techniques received average ratings ranging from 2.61 to 3.05. In question 4, respondents were also asked to select their favorite method of the nine they had just rated in question 3. First choice selection was equally divided among seven of the continuing education techniques, but there were two significant exceptions. "Workshops" was selected as the favorite technique by one out of three respondents (34%) and "Conferences and Conventions" was never selected (0%).

There were no significant differences between the ratings of those who had taken continuing education courses and those who had not taken continuing education courses, but there were some interesting tendencies. Weekend courses, summer courses, programs at own library, and programs at district library were more favorably rated by those who had had previous continuing education experience while correspondence courses and television courses were more favorably rated by those without previous experience in continuing education.

"Workshops" received the highest rating across all age groups with the lowest rating being a 3.2. "Courses for academic

credit" was above 3.0 for all groups except for the 50-59 year old librarians. All television ratings were below 3.0 with a low of 1.8 for the 50-59 year olds. The lowest rating given by the 20-29 year old group was a 1.8 to "Correspondence Courses" which received the highest rating of 3.3 from the 60+ group. Perhaps that's a sign of the waning popularity of the correspondence course in the face of the ubiquitous workshop. The younger librarians newly out of college probably associate correspondence courses with truck driving and bartending ads on late night television, while the over-60 librarian remembers correspondence courses fondly as the only way to obtain certain information and still raise a family. The 20-29 year old group gave conferences and conventions its highest rating of 3.2, while everyone else averaged less than 2.8. This might be accounted for by mobility and family ties. Younger librarians are likely to be single and excited by the prospect of travel, while older librarians may have more responsibilities to a family. "Programs at own library," "Workshops," "Programs at district library," and "Summer programs" were all relatively evenly distributed. One interesting point that should be mentioned is that the 60+ librarians do not behave the way national continuing education studies predict they will behave. Instead of having an "I'm too old for continuing education" attitude, the ratings show that age is not as important a factor as might have been predicted.

The differences in ratings given by non-degree vs bachelor degree vs M.L.S. librarians are similar to the differences found between librarians who have taken continuing education courses and those who have not. Correspondence courses are much more popular with non-degree librarians (2.7) and librarians with a B.S. in a variety of subject fields (2.8) than with M.L.S. librarians (1.8). The opposite occurs on conferences and conventions where the more advanced the training, the higher the rating: non-degree - 2.4, B.S. - 2.6, and M.L.S. - 2.9. Although most of the other categories are rated similarly by librarians regardless of training, the selection of favorite methods does differ significantly among the librarians. Workshops have very similar ratings of 3.4 for non-degree, 3.6 for B.S. and 3.5 for M.L.S. librarians. However, only 6% of the non-degree librarians selected workshops as their favorite method compared to 58% of the librarians with a B.S. and 59% of the librarians with an M.L.S. Twenty-four percent of the non-degree librarians selected courses for academic credit compared to 8% for librarians with either a bachelor's degree or masters degree. One other major difference was in the television course category where only non-degree librarians selected television courses as a favorite method (18%).

There were few significant differences in the ratings obtained by categorizing length of employment, but there was an interesting trend in the data. The longer one worked in a

position the greater the tendency to rate courses closer to home higher than courses requiring a great deal of travel. Ratings for programs at the respondent's own library and correspondence courses went up over time employed, whereas ratings for courses for academic credit and weekend courses were higher for librarians in a position less than ten years compared to a librarian working more than ten years.

Question 5 requires respondents to state whether they have a need to participate in any continuing education in the future, and the follow up questions request specific course or activity needs. Twenty six or 63% of all respondents indicated a personal need for continuing education while fifteen or 37% did not see such a need. Of those who had previously completed a continuing education course or activity, twenty-one (75%) felt they needed more and seven (35%) did not. Of the group who had never taken a continuing education course or activity, five (38%) indicated a need to do so and eight (62%) did not see such a need. Appendix IV on page 117 lists particular courses respondents named as needed and their reasons for naming them. The suggested sponsoring agencies (5d) and locations (5c) were very similar to the actual sponsors and locations named in questions 1c and 1d. Colleges or universities were named fifteen times, and libraries or library associations were named sixteen times. If a specific location was given, it was either a library (e.g., district) or a college (e.g., Clarion or Drexel) but most people gave a distance from their place of work as the location (e.g., within 50 miles).

When asked if the course the respondents named would advance their job status or give them a higher salary, fifteen replied "no" from the group which had taken continuing education previously compared to six "yes" answers. Those who had never taken continuing education replied with two "yes" answers, two "no" answers, and one "no response."

Question 6 requires respondents to rate some possible course offerings with letter grades as in Question 3. Letter A again is interpreted 4.0, but the language associated with the letter rating is slightly different. "A" stands for "I'd really like to take the course--excellent idea", "B" (3.0) --"good idea", "C" (2.0) -- "maybe I'd take the course", "D" (1.0) -- "probably not", and "F" (0.0) -- "never".

Table III lists the ten courses and the mean rating each course received by the same groups listed in question 3 on Table II: total respondents, those who have taken continuing education, those who have not, etc.

Table III

| | Cataloging & Classification | Book Selection | Administration | Basic Reference | Local History | Philosophy | Political Science | Comparative Religions | Literature | Genealogy |
|---|---|---|---|---|---|---|---|---|---|---|
| A. All respondents (41) | 2.63 | 2.98 | 2.83 | 3.21 | 3.06 | 1.82 | 2.17 | 1.89 | 3.09 | 2.99 |
| B. Those who have taken cont. educa. (28) | 2.5 | 2.9 | 3.1 | 3.2 | 3.3 | 1.8 | 2.1 | 1.8 | 3.1 | 3.2 |
| C. Those who have not taken cont. education (13) | 3.0 | 3.1 | 2.2 | 3.3 | 2.5 | 1.8 | 2.2 | 2.1 | 3.0 | 2.6 |
| D. Librarians 20-29 (6) | 2.4 | 2.6 | 3.0 | 3.6 | 3.2 | 1.4 | 2.1 | 1.5 | 3.0 | 3.0 |
| E. Librarians 30-39 (8) | 2.1 | 3.1 | 2.8 | 2.8 | 2.7 | 1.3 | 1.6 | 1.3 | 2.1 | 2.5 |
| F. Librarians 40-49 (9) | 3.0 | 3.1 | 3.3 | 3.7 | 3.1 | 2.6 | 2.9 | 2.6 | 3.7 | 3.3 |
| G. Librarians 50-59 (12) | 2.3 | 2.8 | 2.5 | 3.0 | 3.2 | 1.8 | 2.2 | 1.8 | 3.3 | 3.1 |

| | Cataloging & Classification | Book Selection | Administration | Basic Reference | Local History | Philosophy | Political Science | Comparative Religions | Literature | Genealogy |
|---|---|---|---|---|---|---|---|---|---|---|
| H. Librarians 60+ (6) | 4.0 | 3.7 | 3.2 | 3.7 | 3.5 | 2.0 | 2.3 | 2.5 | 3.7 | 3.3 |
| I. Non-degree librarians (17) | 3.2 | 2.9 | 2.2 | 3.4 | 3.2 | 2.0 | 2.0 | 1.8 | 3.0 | 2.7 |
| J. Librarians with B.S. (12) | 3.3 | 3.8 | 3.0 | 3.4 | 2.9 | 1.9 | 2.4 | 2.3 | 3.4 | 2.9 |
| K. Librarians with M.L.S. (12) | 1.2 | 2.3 | 3.5 | 2.7 | 3.3 | 1.5 | 2.1 | 1.6 | 2.8 | 3.2 |
| L. Librarians in job for less than 5 years (20) | 2.4 | 2.8 | 2.8 | 3.2 | 2.9 | 1.6 | 2.2 | 1.8 | 2.9 | 2.9 |
| M. 5-10 yrs. (10) | 2.8 | 3.3 | 3.3 | 3.8 | 3.1 | 2.4 | 2.8 | 2.4 | 3.5 | 3.4 |
| N. 10-15 yrs. (6) | 2.8 | 2.5 | 2.2 | 2.3 | 3.7 | 1.2 | 1.5 | 1.3 | 2.5 | 2.7 |
| O. Over 15 yrs. (5) | 3.4 | 2.4 | 2.6 | 3.2 | 3.6 | 2.2 | 1.8 | 2.0 | 3.6 | 2.4 |

Across all respondents Basic Reference (3.21) and reference courses in Local History (3.06) and Literature (3.09) received the highest ratings followed closely by Book Selection (2.98), reference course in Genealogy (2.99), and Administration (2.83). Cataloging and Classification received a middle ground rating of 2.63, and the lowest ratings were received by reference courses in Comparative Religions (1.89), Political Science (2.17), and Philosophy (1.82).

The ratings examined by age and years on the job do vary but not in any consistent manner. Data indicate that Basic Reference and reference courses in Literature, Genealogy, and Local History are far more popular than reference courses in Philosophy, Political Science, and Comparative Religions. Administration and Book Selection courses received similar ratings generally better than those received by Cataloging and Classification. The differences between those who have taken continuing education and those who have not and among non-degree, bachelor degree, and M.L.S. librarians show some interesting patterns. Those who have taken continuing education courses rate Cataloging and Classification at 2.5; those who have not had continuing education courses rate it 3.0. The continuing education group rate administration 3.1, while those never having continuing education give administration a 2.2. The difference between these two ratings in particular suggests a difference in the jobs and interests of the two groups. The other significant rating difference that exists is in the

reference course in Local History (3.3 for those with continuing education; 2.5 for those without continuing education) and in the reference course in Genealogy (3.2 for continuing education; 2.6 for those without). One might conclude that the group which has never taken continuing education is interested in the basics of librarianship, e.g., cataloging and classification, while the group with previous continuing education experience is interested in expanding library services, e.g., specific reference courses.

These differences are even more noticeable when the librarians' responses are examined by degree breakdown. Non-degree librarians rated Cataloging and Classification 3.2, bachelor degree librarians gave it 3.3, and M.L.S. librarians rated it 1.2. In Administration, non-degree librarians show a rating of 2.2, while bachelor degree librarians rated it 3.0, and M.L.S. librarians rated it 3.5. Other categories also yield differences between these groups, e.g., Book Selection and Basic Reference are rated much higher by non-degree and bachelor degree librarians than by M.L.S. librarians.

The Biographical Details page of the survey provided the data needed for the groupings used in questions 3 and 6 but also provided some interesting information. Of the twenty-four respondents holding degrees, state teachers' colleges in Pennsylvania were most often the location of their training. Included at least once were Clarion, Shippensburg, Lock Haven, and Millersville. Also named from Pennsylvania were The Penn-

sylvania State University, Ursinus, and Cedar Crest (complete list is provided in Appendix V on page 118). The list includes Heidelberg University in Germany and the Fashion Institute of Technology.

The degree list is more diverse than the colleges where they were earned; it was not until the thirty-sixth interview was completed that any two respondents had earned similar undergraduate degrees. The degrees include what one might guess many librarians hold: education, English literature, history, philosophy, and religion, but there were also some unusual degrees, e.g., biology, retailing, and international affairs. Rural librarianship is anything but stagnant.

The job descriptions varied with the job titles. Those people who were officially called librarians performed duties that involved more varied tasks, supervised more employees, and generally had more responsibility than those with titles of library assistant. They often mentioned circulation and overdue duties and less supervisory responsibility. Those with titles of director or library administrator more often mentioned supervision and administrative duties.

Length of employment varied from two weeks to over twenty years in the respondent's current position and from nine months to over forty years in library science or library work generally. The average number of parttime employees supervised was 3.80 per library, and fulltime averaged to 1.93 per library with an average of .53 fulltime people with M.L.S. degrees per

library. It should be mentioned that one library administrator supervised a staff of over 50 which inflates the averages somewhat. Those who have taken continuing education supervised 4.6 parttime employees, 2.5 fulltime employees, and .8 M.L.S. librarians on the average. Those who have not taken continuing education supervised 2.1 parttime employees, .6 fulltime employees, and 0.0 M.L.S. librarians.

The age range of the rural librarians was from 22 to 72; there were four male respondents and thirty-seven female respondents.

Conclusion

As with most survey information, it is the use the researcher makes of data that justifies the study. Data from forty-one respondents are not enough to alter a library science degree program, but the data do give an indication of some of the likes and dislikes of rural librarians and what they perceive their needs to be in continuing education. Some of the conclusions to be drawn from this study are:

Workshops and programs at district libraries are well-liked means of teaching continuing education courses and activities.

Television courses and correspondence courses are generally unpopular continuing education techniques.

Level of education has an effect on many aspects of continuing education, e.g., likes and dislikes for particular courses and preferences for certain methodologies.

Age is not a critical variable in deciding what courses to offer librarians.

Most librarians think that personal concern for their particular situation is the single most important consideration for the continuing educator. A library science department that can offer courses within easy driving distance during non-working hours will probably succeed with a segment of its intended audience: the rural librarian.

Reference

(1) Vavrek, Bernard. Rural Public Libraries in Pennsylvania: A Directory. Clarion, Pennsylvania: Center for the Study of Rural Librarianship, 1979.

APPENDIX I

Introduction

Hello. My name is Steven Herb and I am calling from the Center for the Study of Rural Librarianship at Clarion State College.

How are you?

We are conducting a telephone interview to get some information on continuing education from librarians. It shouldn't take longer than 10-15 minutes. Can you do it?

If not, is there a more convenient time I could call you back?

Date _____ Time _____

Before we start the questions I want to make certain I have your name and address spelled correctly.

Name _____

Address _____

_____

_____

Title - What is you official title at the library? _____

Survey

1. Have you participated in any continuing education courses or activities? _____

   a. What was the last course or activity you took? _____

   b. For what reason did you take it? _____

   c. Where did it meet? _____

   d. Who sponsored it? _____

   e. Was it valuable for you? _____

   f. Why? _____

   g. Would you have taken it if it had not resulted in job advancement or higher salary? _____

2. (OR) Why not? _____

3. I'm going to read a list of continuing education techniques. Tell me how you feel about the different strategies. Give me an A (like school grades) if you think it is an excellent idea, B if it is good, C - average, D - poor, and F - awful.

| Type | Grade |
|---|---|
| I. Workshops | |
| II. Courses for academic credit | |
| III. Television courses (in your own home) | |
| IV. Summer programs (one or two weeks at a specific location) | |
| V. Correspondence courses | |
| VI. Library conferences or conventions | |
| VII. Weekend courses for academic credit (Friday night and all day Saturday) | |
| VIII. Programs at your library | |
| IX. Programs at your district library | |

4. Which is your favorite method?

5. Do you feel you have a need to participate in any other continuing education activities? _____

   a. What, in particular? _____

   b. Why? _____

   c. Where? _____

   d. Given by whom? _____

   e. Would this advance your job status or give you a higher salary? _____

6. I am going to run through a quick list of possible continuing education offerings. I'd like you to give grades again (A for I'd really like to take that course - excellent idea, B - good idea, C - maybe, D - probably not, and F - never).

| Offering | Grade |
|---|---|
| I. Cataloging and Classification | |
| II. Selection | |
| III. Administration | |
| IV. Reference | |
| V. Reference course in | |
| a. local history | |
| b. philosophy | |

c. political science
d. comparative religions
e. literature
f. genealogy

7. Is there anything we could do at Clarion that would increase the chances that you would take continuing education courses or activities?

_____

8. Do you have any general comments or specific suggestions concerning continuing education? _____

_____

Biographical Details

Thanks so much for your taking the time to answer these questions. I just need a few biographical details if you don't mind.

Education Background

Do you have an undergraduate degree? _____ In what? _____

From which college? _____

Graduate training? _____ In what? _____

From which college? _____ Degree? _____

Job Description

Would you give me a quick description of your job responsibilities?

_____

_____

Length of Employment

How long have you been in your present position? _____

In library work? _____

Supervisory Responsibility

How many people do you supervise? Fulltime _____ Parttime _____

Do any of them have degrees in library science? _____

What degrees? _____

_____

Age Do you mind giving me your age? _____

Sex _____

APPENDIX II

All those who have taken a continuing education course or activity -- 28 respondents. The last course or activity taken.

Selection*

Community Analysis

Young Adults/Young Adult Services -- 2 times

Science Fiction for Children

History of Books and Printing

Time Management ---------- 3 times

Reference

Children's Literature ---------- 2 times

Audiovisual

Libraries and Public Relations

Genealogy

Small Libraries

Future in Printed Material

Combined School and Public Library Operations

Presentation of Library Materials

Automating the Small Library

Public Relations

*Whenever a course was given in combination with another, each is listed separately. Responses in other appendices are also divided for the convenience of the reader.

Technical Services ---------- 2 times

Introduction to Library Science

Medical and Law Libraries

Volunteers

Adventures in Attitudes

Media Services

Rural Libraries: School and Public Library -- 3 times

Executive Development for Library Administrators

APPENDIX III

All those who have taken a continuing education course or activity -- 28 respondents. The reasons for taking the courses.

Preparing for advanced degrees

To overview topic

Help attract new patrons

Had to for job

Patrons seemed interested in topic ---------- 2 times

It was near

Toward certification

Thought it would be interesting

Urged by county library

Personal interest ---------- 6 times

Takes every local offering ---------- 2 times

It was necessary ---------- 2 times

Special knowledge required because library is acquiring special materials

Necessitated by library ---------- 2 times

Grant covered expenses

To learn

Updating awareness

How to better handle employees

"I sponsored it and needed an additional person"

To help in book selection

Recommended by board

To increase communication between school and public libraries

Enticed by brochure

APPENDIX IV

Those who have taken continuing education and feel a need for more

Course/activity and reason for choosing

automation--keep up to date (3)
computers and technology -- that is where we are heading
children's literature--related to job
public relations--with tight finances, important for library
general library science--certification
general library science--help with job
history--a good field for study
management--needed for job (2)
new AACR rules--new rules take effect January
administration--improve in job
programming--needs to know more
reference--new things always occurring
adult programs for public libraries--local need
public administration--keep current
audiovisual--interested
cataloging--keeping up
selected reference tools--they are expensive, good to know about
children's books--update
book selection--new things always occurring

Those who have not taken continuing education yet feel a need for some

Course/activity and reason for choosing

general library science--interest
music--interest
acquisition--needs to know more
basic library collection--needs to know more
reference--sharpen skills

APPENDIX V

Colleges and Degrees

UNDERGRADUATE

| | |
|---|---|
| Clarion | education |
| Shippensburg | elementary education |
| Lock Haven | social studies education |
| Millersville | history |
| Pennsylvania State University | philosophy |
| Ursinus | English |
| Cedar Crest | English literature |
| Westminister | sociology |
| Juniata | social sciences |
| George Washington | library sciences |
| Dickinson | psychology |
| Youngstown | modern languages |
| New York University | people and races |
| Wheaton, Mass. | business administration |
| University of Missouri | creative writing |
| Heidelberg University (Germany) | biology |
| Fashion Institute of Technology | retailing |
| | international affairs |

MLS

| | |
|---|---|
| Clarion | 1 |
| Villanova | 1 |
| University of Pittsburgh | 3 |
| Case Western Reserve | 1 |
| Drexel | 3 |
| Shippensburg | 1 |
| Kent State University | 1 |
| Simmons College | 1 |

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# RURAL LIBRARIES

*A Forum*
*for*
*Rural Library Service*

Vol. II No. 1

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RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts should be addressed to Dr. Margaret A. Jetter, Editor; correspondence relating to subscriptions should be directed to Ms. Leslie Corey.

We welcome letters in response to our articles.

Subscription rates are $3.00 per issue; please make checks payable to Clarion State College Foundation.

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# CULTURE AND VALUES OF RURAL COMMUNITIES[1]

Donald M. Crider, Associate Professor
of Rural Sociology
The Pennsylvania State University

Juxtaposition of the words "culture" and "values" in the title of this paper ought to imply to the reader far more than is suggested by their simple grammatical proximity and association by means of the conjuction. Moreover, to place these concepts in the context of the "rural community" immediately gives an ecological locus which conveys a sense of distinctiveness from and, perhaps, contrast to the counterpart, urban localities. It would appear to be useful, therefore, to begin with some definitions of the terms to be employed here.

## Definitions

The modifier, "rural," is used to designate characteristics of physical areas as well as attributes of people. In using the word we refer to some combinations of three different substantive aspects: ecological, occupational, and sociocultural. In the first instance, the reference is to areas with low population density, settlements of small absolute size, and communities of persons who are relatively isolated from other segments of society. Occupationally, rural refers to involvement in extractive type industries.

---

[1]Adapted from an address given at a workshop entitled, "Changes in the Rural Community: Its Impact on Libraries and the Humanities," Clarion, Pennsylvania, November 20, 1981.

Agriculture is, of course, the most widespread such industry in rural America, although mining, forestry, and fishing may also be included. Socioculturally, rural connotes a predominance of personal, face-to-face social relationships with similar, known others, and a comparative slowness to change the cultural heritage.

"Culture" is an inclusive concept. For social scientists, it is the complex set of learned and shared beliefs, customs, skills, habits, traditions, and knowledge common to the members of a society, i.e., the "social heritage" of a society.

"Values" are a composite of the infrastructural beliefs and attitudes of that heritage which guide a society. Professor Robin Williams, in his famous book, American Society, elaborated values as "conceptions of desirable states of affairs that are utilized in selective conduct as criteria for preference or choice or as justifications for proposed or actual behavior." (1970, p. 438)

It must be obvious, therefore, that the choices of terms for the title or topic in this article are by no means casual and accidental. Values are a part of culture, evolved out of the events and experiences in the life of specific societies. Hence, it ought not to seem strange that rural cultures and values should differ somewhat from those characteristic of urbanites. In short, we accept the premise of those who assert that, where you live, and what you do for a living, affects how you think about life.

## Developments

From where do our cultures and values, as Americans, come? What are our roots? How did we get to be the kinds of people that we are? We noted

above that culture and values evolve out of living. To what can we attribute the lifestyles and world views that characterize us? Let us consider, briefly, some aspects of the history of this nation.

The People Who Came to America

One does not need to be much of a historian to know that our forebears were immigrants. At various times over the past several hundred years, shiploads of people from virtually every corner of the earth have made their way to these shores. In Pennsylvania, we trace our family trees largely through Europeans who left their homelands there. The migration streams are not infrequently cited wherein the English came early on into William Penn's "Quaker City" and settled the southeastern original counties of the Commonwealth. Scotch-Irish came into the Wyoming Valley, the Northwest, and up through the river systems into what is now Pittsburgh and environs. Germanic peoples disembarked in Philadelphia, but quickly moved through the city to establish themselves in the hinterland valleys on scattered farmsteads surrounding villages which served their economic and social needs. Other Europeans came in the heyday of the mines, the railroads, and the factories. All of these immigrants have left their marks upon us in the names of our municipalities, the architecture of our churches, or even more subtly, on the customs and traditions we continue to observe.

Our forebears were an intrepid lot. They braved the rigors of ocean travel to get here, often by steerage, with little more understanding of what lay in store for them than that it offered a fresh start, a new beginning. They were undaunted by the unknown as they fearlessly faced the future and courageously put their few belongings together to settle the frontier!

It was primarily impatience that drove them: the desire to own something, to carve out a place all of their own doing, and to eat the fruits of their own labors.

But all of that masks another characteristic that is all too often lost to our thinking in our deep desire to exhibit the awe and esteem with which we hold these ancestors of ours. We must add to the list of attributes just cited that, for the most part, these forefathers and mothers of ours were from the disfranchised masses of European societies; few of them were of the elites of nobility. As common people, not many of those who settled Penn's Woods had had to make decisions regarding the opening of new lands, the organization and operation of markets, the capitalization of business ventures, or any of the thousand and one other tasks essential to building on solid foundations for a successful future. In their impatience and ignorance, they cut down forests of hardwoods that had taken centuries/millenia to grow; fields were laid bare for the rains and winds to wreak their destructive forces by erosion; the mineral resources were removed as rapidly as techniques would allow; and the mountains of tailings lay exposed to the elements to penetrate and leach out their residual minerals and chemicals to pollute our waters. If it were possible to roll back the clock of time, would we not want to alter the "development" of frontier Penn's Woods? Consider what this Commonwealth and other areas in the New World were like when these forebears of ours first settled.

The Lands They Found

Coming out of the continent of Europe with its rather fragmented national territories, the Americas had to have impressed these settlers with

their vastness. Stretching from ocean to ocean, there must have been a sense of endless expanse waiting to be claimed and cultivated. Moreover, the variations offered must have been almost unbelievable: in terrain, climate, flora, and fauna. There was virtually something for everyone, regardless of the type of person or taste for life. And there lay the land, in all of its verdancy: lush, green, live, growing! For the most part, it was virgin land: unclaimed, unexploited, and unpolluted.

To complete the picture of roots, at least one further detail must be added.

The Times Through Which They Lived

Caught up in the excitement of who they were and what they had found, these early Americans adapted readily. Through trial and error, amidst satisfaction and disappointment, they forged ahead to many failures and much success.

It is impossible to trace the history of this country without gaining deep appreciation for the discovery and exploration of new lands attributable to the characteristics of the people we have just described. Territorial expansion of this nation in the 18th and 19th centuries kept pace with the growing population. Moreover, thereby were kept alive the attributes of persons similar to the pioneers: migrants - people on the move; individualists - confident of their own abilities, unafraid of what was new and different; achievers - intent upon owning a piece of the land on which they could live and work; and learners - not inhibited by their own lack of expertise, but rather willing to learn by doing!

It was that set of circumstances and kind of mind that added another dimension to our history worth noting: the development of new techniques. Inventions, innovations, and improvements of all kinds have attended the efforts of those who have gone before us. Such developments have been the rule, rather than the exception, for every institution of our lives: economic, educational, recreational, religious, political, and social. Nothing in our lives is taken as permanent and unchangeable! Everything is subject to a new idea, a fresh insight, a bold approach, a labor-saving device, a better technique, a scientific breakthrough, etc. ad infinitum, it seems. Quite naturally, these changes have brought about different ways of thinking about the world and behaving in our lives. Culture, our lifestyles or social heritage and values, our concepts of right or wrong, good or bad, beautiful or ugly, satisfying or disappointing, useful or worthless, are inextricably associated with our history; who we are, and what we believe, and how we live, evolves out of the past, in the present, and toward the future.

## Derivatives

What are some of the specifics of culture and values that we have derived from the past? What has survived, in whatever form, from those traits of character and lifestyle cited above? Are there patterns of behavior and/or frames of reference which are more predominant in some sectors of society more than in others, i.e., in rural communities by comparison with urban centers? What do we know that may help us?

We noted earlier that it is the conditions under which people live and work which shape their beliefs and behaviors. To put it otherwise, the ways in which human beings cope with the environment and adapt their life-

styles, or order their thoughts about it, contribute to the kinds of individuals, societies, or communities they turn out to be. Let us apply that logic to ruralites.

## The Size of Rural Communities

Regardless of the definition used, rural communities come out on the small end of the scale. Historically, our government tended to use a single criterion for rural: that which was derived from Bureau of Census distinctions, in which a rural place was one with a population concentration of less than 2,500 people in the unit of analysis. More recently, various agencies of the government have modified that Census rule-of-thumb for their own convenience, so that the "metropolitan-nonmetropolitan" distinction is based upon population sizes of 50,000 more or less. Whatever the measure, however, rural is always on the side of fewer people in the area designated.

It is that low density of population which gives the culture a particular character that engages our interest. Under such conditions, residences tend to be spread out with plenty of open space between and among them. Easy access is afforded to the world in its natural state: streams, lakes, fields and forests. Congregations of persons are generally small, reflecting the few people there are to rally around whatever the cause. It is fairly easy, therefore, to get to know those who share the locale and/or the associations in which neighbors are gathered. Families are frequently engaged in a common business, each member of the family being involved according to sex, age, size, and capability for the appropriate and assigned task. Relatives abound close-by as a product of an apparent sense of security and satisfaction with the shared local lifestyle. The effect of all this is that

many rural people are interrelated as extended families. The few who are not related tend to stand out as latecomers to the community, hardly less known to the oldtimers, however, because the natural effect of everyday intercourse of peoples is on the basis of personal face-to-face interactions.

Another consideration is no less important in understanding the culture and values in rural communities.

The Nature of Rural Industries

As was indicated earlier, extractive industries, rather than processing factories, characterize rural communities. Jobs provided in this sector of labor deal with raw materials in an atmosphere close to nature. Whether it be agriculture, forestry, fishing, or mining, there is a keen sense of weather conditions as they impinge upon pursuit of the work. A sense of competition with the natural forces of wind, rain, sunshine, darkness, heat, cold, etc., overrides comparison with what workmates, colleagues, or neighbors are doing. Scheduling is a function of the vagaries of the biosphere; workloads and labor demands are highly seasonal and cyclical. When the time is ripe for planting, harvesting, fishing, or whatever, little concern can be shown for regulated workdays and holidays, i.e., eight-hour days, multiple shifts and forty-hour weeks are not always possible in rural community labor patterns. These peaks, however, soon pass, and with them the occasion for numerous hands to help - intensively, for short periods - in many of the industrial operations typically found in rural areas. Other characteristics may also be cited: much of the work is dirty; it is often dangerous; it is demanding of skills frequently gained only by experience; and there are not a few evidences of demeaning activity, especially if you consider crawling on

your hands and knees, bending over or squatting, for extended periods, and association with foul-smelling animals, fermented feeds, manure, agrichemicals, or even well-sweated workmates distasteful.

Each of the conditions of life and work detailed above might be applied to and illustrated in a wide variety of rural extractive industries. As a near constant atmosphere in which people are associated daily, it is little wonder that scholars suggest a cause-and-effect relationship between such circumstances and the sorts of world views and frames of reference which emerge among rural people. Herein are the roots of the values which become ingrained in rural societies and transmitted through the generations.

## The Values of Rural Sociocultures

If the definitions presented in the opening part of this presentation are taken seriously, it must be immediately evident that this section of our discussion is the most difficult to establish. Whereas in each of the previous points of emphasis, it is possible with the definitions to designate areas for observation, examination, testing, and analysis, those tasks become extremely difficult when dealing with the rather abstract concept of "values." The presence or absence and strength of the values can be tested only by inference. It ought not to surprise us, therefore, that considerable controversy surrounds the very suggestion that research on rural-urban value differences is possible! Nonetheless, sufficient replication of research with similar findings has been done to recognize some consensus.

The work of Professor Robin Williams of Cornell University on American society in general and values in particular has gained wide acclaim. An array of some fifteen items has been identified as historically in evidence

among us. More critical work has focused upon about half of these including such values as useful activity or work, achievement or success, group superiority, moral orientation, humanitarianism, individual personality, equality, and freedom. Virtually no one claims that these are equal in strength no matter what sectors of society are tested. It does seem possible, however, to group these around three generally accepted values characteristic of rural communities: conservatism, pragmatism, and independence.

Conservatism: It has long been recognized that rural people are relatively slow to change. In spite of all the opportunities for the emphases upon a massification of society so that rural and urban differences would ultimately vanish, continued research indicates that differences remain quite marked. In studies which have identified some measure of traditionalism, rural people invariably score much higher than do their counterparts in urban centers. Such findings are generally supported in our own experience, especially if we allow for the elaboration of conservatism in the more precise values of Williams' schema. Thus, for example, the moral orientation most characteristic of ruralites seems at times to be archaic, old-fashioned, and passe. A second of Williams' values is also in evidence in much the same contexts: group superiority. There is a strong sense of common standards characterizing rural people with a great reluctance to be the first to break the code, go out on a limb, or to try something new. While that sort of squeamishness or old fogeyism may be deplored, its expression in a third value identified by Williams is wholesome: humanitarianism. The generosity of rural peoples is legendary. There is abundant evidence of their reaching out, in time of need, to be of assistance, often even at great sacrifice of them-

selves. That kind of action, admittedly, is quite often locally oriented; ruralites are not especially caught up in the support of foreign aid, whether under the auspices of government or the church!

Pragmatism: In a most interesting overview of American rural societal values written for the United States Department of Agriculture's Yearbook of 1963, Professor Roy Buck elaborated the position that a "pragmatic perspective" seems best to fit the value stance of American rural people. His view was that throughout history, ruralites have largely been motivated by standards of utility, i.e., if it works, get it/do it/use it/make it/etc. Moreover, he asserted, success has been measured in terms of accomplishment, as illustrated in a familiar country greeting at the end of the day, "Wha' d'y'u git done today/this week?" Professors Buck and Williams seem to agree, although Williams suggests the dual values of work activity and achievement or success. In either case, what is common knowledge to many of us is evident: few and far between are the rural people you'll meet who don't have a keen sense of value of a hard day's work as a privilege, not a chore. Moreover, there is little patience with the person who wants only to eat and sleep, shirking any responsibility for contributing to the common cause of labor.

Independence: Finally, there is reasonable consensus on the third value cited: independence. Once again, Williams talks about three values, each of which is an elaboration of independence. "Individual personality" emphasizes the right of everyone to be his/her ownself, not beholden to anyone, not necessarily a carbon of anyone. There is, or ought to be, "freedom" to be, to choose, and to become what one desires, without pressure to conform to

a common mold through which all are shaped. Moreover, in Williams' terms, that independence of the individual validates the claim to "equality" whereby all are taken at face value, on the same grounds, with undifferentiated opportunity for whatever is offered. And once again, these values, whether three or one, seem to fit our images of American ruralites. There just appears to be a better chance for a "fair shake" in the countryside, as against the city.

There is ample research evidence to support the assertions made in this section regarding the value of sociocultures. Some of these data have been gathered as part of national Gallup Poll information. Other data represent more limited samples of persons in specific geographical areas or within particular age categories. Nonetheless, they speak to a common conclusion: there continue to be differences in value orientations between rural and urban communities, the rural still tending toward the conservative and traditional, pragmatic, and independent characterizations.

What, therefore, can be said about the application of these ideas to the tasks of rural libraries and librarians? I have no hesitancy in urging upon each of you a sensitivity to the generalizations about culture and values in rural communities that have been made. I would hasten to add, however, that given the tremendous diversity that has gone into this "melting pot" of America, including the many ethnic enclaves scattered throughout rural America, it is essential that <u>each</u> community be studied! The very multiplicity of values cited in the literature suggest that further sorting out and sifting down is needed. Moreover, the controversy that continues to surround the study of values is evidence of disquiet with the research process in this area, up to now. There is something there, we know. We need to know a lot

more about it. In the meantime, let none of us be unappreciative of the distinctive culture in rural communities that has evolved its own particular values to fit its overall lifestyle and world view.

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# INFORMATION EXCHANGE AND RURAL LIBRARIES[1]

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Libraries in rural areas are affected by their environment. This fact is especially significant today because there are both enduring constants and rapid changes in small towns and open country. This discussion examines first the definition of the rural library's place in the contemporary American information exchange system. Then, impacts of rurality and information are described.

## An Information System

The techniques of systems analysis are helpful in describing the place of a rural library in its environment. In its simplist form, an information system has to include only a source and user (Figure 1).

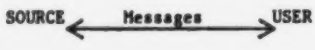


Figure 1. Simple Information System

[1]Adapted from an address given at a workshop entitled, "Changes in the Rural Community: Its Impact on Libraries and the Humanities," Clarion, Pennsylvania, November 20, 1981.

The communication between these two parts is represented by a solid, double-headed arrow. The user initiates a request, the source responds, the user seeks additional information and so on. Thus, the word "messages" above the line reminds the reader that information moves back and forth between the source and user.

The degree of simplicity is possible only by making many unstated assumptions about each of the three parts. The three-part model does, nevertheless, remind us that an effective and vital system must have messages moving in both directions.

A more complex and recognizable system still accounts for the user and source. In addition, intermediate subsystems appear between the user and source.

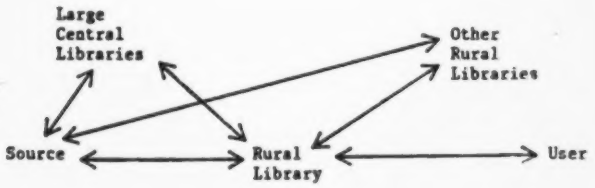


Figure 2. Complex Information System

In this case, requests for information initiated by the user are directed to the rural library - the movement of information represented as in Figure 1 by the double-headed arrow. The information may come directly to the rural library from the source, e.g., USGPO, private publishers, A-V producers. Alternatively, this system recognizes the role played by other libraries of a

similar size and those serving as central depositories. Thus, messages can be mediated and may move through one or more providers before reaching the user.

Finally, the rural library is embedded in a community-based information system .

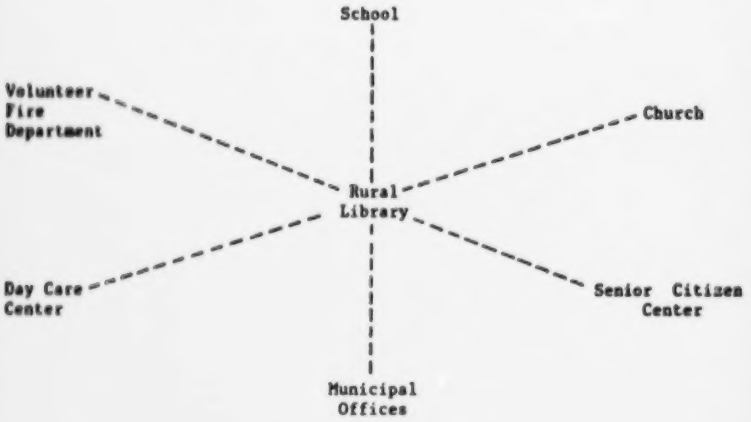


Figure 3. Community Information System.

In Figure 3 the message routes among subsystems are shown as dashed lines. The dashed line symbolizes a potential for information exchange. Whether or not these are realized depends on many factors both hindering and facilitating collaborative efforts (see Appendix A). Where these ties from a rural library do extend to other community subsystems, the potential for meeting user demands are increased. Undocumented at this time are the exact improvements to be attained through each kind of intracommunity linkage.

In summary, the rural library is located between the user and source in an information system. The library's potential for facilitating information exchange may depend not only on its internal organization and resources but also its ability to reach out to other subsystems in its environment. Further, as the number of subsystems, i.e., libraries, in the complex system increases, the need for ways to coordinate activities increases. In an environment that places a high value on being a part of the system, a noncooperator or isolate is likely to fall farther and farther behind in its ability to meet user needs.

## Impacts of Rurality on the System

Earlier reference was made to enduring constants. Certain characteristics of small towns and open country are constants, these are space and population density. By definition these places are occupied by low absolute numbers of people separated from the library by considerable physical space. And, as Bachrach points out, these rural areas are not restricted to nonmetropolitan counties but occur frequently in Pennsylvania's metropolitan counties as well (1981:3-5). The physical barrier of space is relevant not only in the user/library relationship but in library-to-library relations as well. The costs of physical access to facilities in a community center, already high in rural areas, have increased abruptly in the last decade with rising energy costs. These costs tend to separate the system's parts, fostering independent rather than interdependent behavior.

Further, with a relatively low number of users, each library is likely to be able to mount only a limited claim to community resources in absolute dollars. Thus, as part of a small town or community system, the

rural library is more likely to have to turn to other parts of the information exchange system to meet user demands than would a larger, more centrally located library.

## Impacts of Information Technology on the System

Although space does not permit a comprehensive review of changes in information technology, attention may be given to three distinct areas: 1) telephones, 2) microforms, and 3) computers.

### Telephones

In contrast to thirty years ago, the number of residential subscribers of telephone service has doubled. While they do not separate urban and rural areas, statistical sources indicate that a proportion in excess of ninety-five percent of homes have access to telephone service (1950, 1972, 1977).

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U.S. Statistical Abstract, Table 545

1950 "Telephones in Use, By States," p. 461. Washington, D.C.: USGPO.

U.S. Statistical Abstract, Table 797

1972 "Telephones in Use, By States," p. 494. Washington, D.C.: USGPO.

Pennsylvania Abstract, Table 260

1977 "Summary Statistics for Electric, Gas, Telephone, and Water Utilities in Pennsylvania, 1961-1975," p. 364. Harrisburg, Pennsylvania: Pennsylvania Department of Commerce.

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Research activities in rural sociology at Penn State indicate that access to telephone service is nearly universal in rural areas, with the exception of selected ethnic enclaves.

Further, any of us either living or working in rural areas know how much telephone reliability has changed, especially with the replacement of individual wires with cables for rural service in the last thirty years. Dependable telephone service is now the rule rather than the exception.

Why talk about telephones? They allow a user to reach quickly and inexpensively across the system to a nearby information source: the library. Perhaps special recognition needs to be given to the role of telephone reference service in these situations. It may be through this service we are able to reach across the space barriers in small towns and open country. In addition, telephone linkages are an indispensible means of quickly consulting with other subsystems as shown in Figure 2. Reliable and inexpensive means of communication are essential to establishing and maintaining strong systemic ties in a complex information system.

Microforms

Stimulated by developments in private industry, microforms in general, and especially microfiche, emerged in the 1970's as inexpensive means of information exchange. With the capability of reducing ninety pages of print to a single fiche, this technology has not only reduced cost of reproduction but also of transportation and storage. Going back to the complex information exchange system (Figure 2), it is easy to see the relative advantage of this microform over hard-copy text. The space between subsystems can

be overcome inexpensively by mailing fiche (even first class) when the time and expense of transferring hard copy could be prohibitive.

In addition, with the storage problems that are especially acute in small libraries, microforms represent a welcome relief from the paper blizzard of new hard-copy materials. The advent of the portable fiche readers encourages users to make broader use of fiche, also. Thus, this technology has helped to overcome barriers of space and low user numbers.

Microfiche is much less expensive to reproduce than hard copy. When one compares the cost of duplicating one fiche (ten cents) with ninety pages of hard copy (five cents per page = $4.50), it is easy to see why reference materials or those volumes having low circulation might be prime candidates for a small library to obtain in microform.

Computers

What have computers to offer to a rural-oriented information exchange system, and, especially to a small town library? For these libraries the single most important feature of computers in the 1980's is miniaturization. The emergence of the silicon chip and subsequent development associated with it have fostered a movement to microcomputers with most exciting capabilities.

Currently being tested in Minnesota is an information system that depends on personal computers, e.g., Apple, Radio Shack, Xerox, IBM, and lessons recorded on computer disks (technically, single-sided, single-density floppy disks). The users borrow the disks from the lending library, load them in their own microcomputers, and proceed with computer-assisted instruction. These lessons are currently limited to agricultural topics, such as, animal nutrition, soils, and plant propagation. The durability and low expense of

these disks is a key to this system. Further, all of the users have the same type of microcomputer so that the programs recorded in the disks are compatible with their machines.

Another application of microcomputers and lessons is being made in northern New England counties. Users in this instance are obliged to go to a central location to use one or more microcomputers housed in churches, fire halls, libraries, or any other available place. Users select the lesson appropriate to their need; the current limitation is the number of lessons available. This example is, however, illustrative of how microcomputers used in a stand-alone mode could be used in small libraries to assist users in acquiring desired information.

Any computer capable of supporting instruction is also capable of performing a variety of other tasks as well. The machines in this class usually have 48,000 bytes of random access memory (48K) with a unit to read/write a single disk and cost in the range of $3,000 to $4,000. Current estimates of improvements expected by 1985 are that memory will double (96K), increases in operation speeds will cut to one-half the time to process information, and costs will decrease by twenty to thirty percent.

Such machines when linked with acoustical couplers can be used as remote terminals for large central computers. The terminal-type activities for which a small library might want to use a microcomputer include:

1) Searching large bibliographic files prior to initiating an inter-library loan or referral;

2) Searching a data base directly to answer a user inquiry, e.g., census figures on population, housing, manufacturing, climatological data;

3) Copying information from the central computer's files on disk locally for recurring access, e.g., directory of state government offices, paperback books in print.

Looking into the future when a substantial proportion of homes will have microcomputers, we might ask about the library's role. Will users bypass the local, rural library and directly access by telephone the central library? While this will be technically possible, it probably will not be economically attractive because of long-distance telephone charges. The locally accessible facility will continue to be an important point of initial access to the information system even in a computer-based society.

## Challenges for a Better System

The existing rural-oriented information exchange system must seek to overcome the two constant barriers of rurality, space and smallness, in a rapidly changing technological environment. Libraries that ignore the implications of telephone, microforms, and microcomputers for their programs will become increasingly isolated from their users and the community as a whole. Those local libraries that innovatively adapt their programming to this new environment will be most likely to forge new and stronger user relationships.

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## Appendix A

### Inter-Agency Collaboration Within Communities

Frequently, single organizations working alone cannot solve today's complex problems, even if they have sufficient resources. For example, what single organization can solve our health problems, bring needed employment to communities, solve the problems of the elderly, or provide for the needs of young people?

Obviously, no single organization can help us do all the things that we need to do to make our communities better. No local organization is likely to obtain enough money and people to do all the necessary planning and be able to handle all community programs.

More and more, community organizations need to join together to carry out community projects. Many local organizations are cooperating, and coordinating councils are coming into use. In addition, many county and area planning organizations have been developed. Councils of government are becoming more numerous.

Getting local organizations with limited budgets and resources to work together does have advantages. In addition, many people think communities are healthier when more people and organizations are involved. But the question is: Do we know how to work with each other and how to coordinate?

Table 1, "Administrative linkages to promote coordination," describes the possible ways in which a library may reach out to other community organizations to share resources. Additional information about this process is available in Mulford and Klonglan.

Table 1. Administrative linkages to promote coordination.

| Linkages | Examples |
|---|---|
| 1. Fiscal | |
| a. Joint budgeting | Organizations decide jointly how their funds, or funds to be made available by others, will be used. |
| b. Joint funding | Several organizations agree to jointly fund a project. |
| c. Fund transfer | One organization transfers its funds to another which uses them in a jointly approved program. |
| d. Purchase of services | One organization contracts to provide services that are paid for by another organization. |
| 2. Personnel Practices | |
| a. Consolidated personnel administration | The same administrators supervise the activities and personnel in two or more units formerly supervised by others. |
| b. Joint use of staff | One staff provides services for more than one organization. |
| c. Staff transfers | Staff from one organization moves to another to allow them to work on a project. |
| d. Staff out-stationing | Organizations place some of their staff closer to the client or where the coordinated work is to be done. |
| e. Co-location | Staffs from two or more organizations are located in the same facilities. |
| 3. Planning and Programming | |
| a. Joint development of policies | Administrators from several organizations jointly agree on policies for clients. |
| b. Joint planning | Administrators from several organizations jointly select programs and services. |
| c. Joint programming | Administrators jointly develop program content and delivery of program content to clients. |

## CLARION COUNTY INFORMATION AND REFERRAL: A RURAL INFORMATION CENTER

Patricia A. Head, I & R Specialist
Clarion County, Pennsylvania

"Good moring, Clarion County Information and Referral Office. May I help you?"

Since August 18, 1980, residents of Clarion County, Pennsylvania, can call either a local or a toll-free number from 8:30 AM to 5:00 PM for assistance in accessing the social service system in the county, for information concerning governmental matters, or for help with a variety of other problem areas. This small I&R center uses a manual retrieval system with a financial and personnel capability that could be duplicated in county library systems.

### Structure

The Clarion County Information and Referral Office was established within the Clarion County Department of Community Development and is funded by county government and four county human service agencies: Clarion County Area Agency on Aging, Clarion County Mental Health/Mental Retardation Administration, Clarion County Children and Youth Services, and Clarion County Drug and Alcohol Abuse Office. It was established to provide a central access point to the human service agencies and to county government.

## Staffing

The office is staffed with one full-time professional information specialist and a secretary who works for both the I&R Specialist and the Clarion County Transporation Coordinator. The I&R Specialist was hired six weeks prior to the opening of the I&R Center. These six weeks were spent in gathering information, organizing the research files, establishing procedures, and designing information-gathering, statistical-reporting, and follow-up forms. The present specialist has a masters degree in library science; other I&R centers may find different expertise and training appropriate for the position.

## Building the Resource File

The basis for the resource file of Clarion County's I&R Office is carefully organized information about the various human service agencies that serve county residents. Agency throughout this paper is used as a term to encompass any organization--public, private nonprofit, private for profit, or volunteer--that is a human service provider, e.g., Clarion County Housing Authority, Clarion Osteopathic Hospital, nursing homes, Salvation Army, etc.

A single agency intake form was designed to be used in collecting necessary information from the agencies and organizations that provide human services to county residents. It was important to design a form which would provide all the necessary information about a service agency that the I&R Office would need to make an appropriate referral. This information went beyond a listing of agency name, location, phone number, hours of service, and director's name; a major component was the identification of all services offered by the agency. To standardize this information, a list of terminology

for social services designed by the Human Services Information System Project of Lancaster County, 1973[1], was used. Another major component was the inclusion of the factors that determined eligibility of service, e.g., income, age, residency, etc. A third important section of the form dealt with requirements of accessing the service, e.g., what documents must be presented to acquire services, how to make contact, handicap provisions, fees charged, etc.

After the form was printed in sets of three carbon-backed pages, the I&R Specialist began to interview the agency directors. A basic list of agencies and their services was available in computer printout form. This list had been gathered several years previously so it was out of date, but it was a beginning. The interviews were conducted either personally or by telephone. In retrospect, the time spent to do a personal interview at each agency site is worthwhile both for the clarity of information and the personal contacts with agency personnel. I would advise this personal approach as much as possible in establishing an I&R Office. The information on each agency was then typed, and a copy was sent to each director for verification.

After verification was completed, each agency form was filed in alphabetical order by agency name in a spiral binder; this format provides ready access by agency for the I&R Specialist.

The second component of the resource file was organized by a subject-problem approach. We used a visible desk file for this. A basic thesaurus of subject headings is Detroit Public Library's TIP Subject Heading List.[2] Under each subject heading we listed the agencies, their phone numbers, and other basic information needed by the I&R Specialist.

This is a simple format for a basic resource file of local agencies and, when done carefully, manual accessing can be effective. This basic

resource file is routinely updated yearly with approximately 1/4 of the listed agencies checked for accuracy of information every three months; however, any time the staff learns of a change in information the change is immediately noted on the agency form and in the visible file.

To supplement this basic file, specialized service directories are purchased whenever available. We have found that these directories are necessary to give residents of rural areas access to state and national service programs. Directories of 800 numbers are very useful, and I&R staff should note additional 800 numbers whenever available.

Telephone directories of surrounding communities and nearby large cities were also acquired. These were especially important in our rural county which is served by several different telephone companies and which also utilizes the services of agencies and organizations headquartered in neighboring counties.

Additional community information which was compiled includes civic organizations with a listing of officers and telephone numbers, local government officials, ambulance services, fire departments, and clergy. Pamphlet materials supplied by human service agencies were filed in vertical files according to subject area. Very often specific requests for information lead to new sources of services outside the county. We always ask these agencies to supply publications explaining their services so that information resource files continue to expand.

It has proved useful to have the telephone numbers and the contact persons for other I&R's in the state. This informal linking pays off in extra service for clients.

## Interviewing and Follow-up

A substantial number of questions to our office are requests for information; however there are many clients who have serious problems, sometimes multiple in nature, which require more than giving information. In our office these people are designated as "Human Service Referrals or Clients."

With human service clients the I&R Specialist collects basic intake information. This interview usually will be done in the office, and the purpose is to work with the clients to develop a referral plan so that all agencies which provide the needed services are accessed in a systematic manner. A primary agency is designated to do case management for the client. The intent is to eliminate service gaps and to avoid frustration for the client. The client should not have to repeat the same basic information for each agency. A standard intake form in sets of five carbon-backed pages is used. With a client's permission a copy of the intake information is sent to each agency involved in providing service. Confidentiality of information is a basic right. No information is made available from the I&R Office without the client's permission.

Follow-up of the referral is important to evaluate the referral and to determine if the client is receiving help. With each human service referral the primary agency is sent an "Agency Satisfaction Form" to return to I&R indicating the appropriateness of the referral and its service plan for the client. The client is provided with a "Client Satisfaction Form" that allows the client to evaluate both I&R service and agency service. An assigned code number, not the client's name, appears on the follow-up forms to preserve anonymity. When evaluation forms are not returned, the I&R Specialist makes follow-up telephone calls to determine the success of the referral.

## Logging Basic I&R Calls

Basic information and referral calls are logged on a form which provides for the source of the call, telephone number and address, date, time, problem, and remedy or referral. This is an easy form to use, and it allows for an evaluation of the types of requests coming in and the types of referrals that were made.

## Letting the Community Know

One of the problem areas in rural I&R service is alerting the public to the service. In Clarion County there is no single newspaper that covers the entire county; there are five different papers which are subscribed to by residents in different parts of the county. There is one local radio station that covers a portion of the county; other area residents may listen to radio stations located in two other counties depending on where they reside. There is no local television station; television programing comes from cities 80 miles or more distant. Those contemplating the establishment of rural I&R's will encounter similar problems in designing publicity programs. We decided to utilize the commercial media we have available, but we also recognized that a strong effort in other modes of publicity must be made. We contacted clergy and supplied them with inserts for their church bulletins. Clergy were usually very cooperative because they encounter people daily who need assistance in finding social/human services. Posters were printed and distributed throughout the county. Volunteers took posters to laundromats, bowling alleys, medical centers, libraries, bars, post offices, and other places where people would be likely to see them.

Telephone stickers were printed and distributed throughout senior citizen centers, retirement housing, low income housing offices, Head Start Centers, and day care centers. Brochures and letters explaining our services were sent to school guidance counselors, school librarians, doctors' offices, medical clinics, ambulance services, local government officials, funeral directors, and human service agencies and organizations. Brochures were also distributed through Welcome Wagon to new residents moving into the county. Letters were sent to presidents of civic organizations asking them to inform their members and offering programs on the I&R service.

This effort to let the community know must be maintained; it can not be a one-shot publicity blitz. Many of the people who need information the most do not copy/retain the telephone number. In rural areas isolation is a big problem; the I&R staff must use ingenuity in breaking through this service barrier; good public relations is a continuing process.

## Who Calls and Why

During the early months of operation, requests have covered a broad spectrum of needs. The I&R Office has had calls from people seeking very basic information, such as where to register to vote, where to buy a dog license, how to obtain a permit to sell fire arms, where to apply for low income energy assistance, how to apply for a copyright, how to get a passport, etc.

We have also had requests that require sophisticated interviewing skills. The client either isn't aware of his specific problem or is reluctant to face it. These requests are usually stated in an oblique fashion so that staff must use interviewing techniques that don't irritate or frighten the

client, yet do clarify the request. Recently a county resident called to ask for help with her aging mother. The question then became what kind of help? Actually she needed advice and support to place her mother in a nursing home. She also needed information about what homes were available, their costs and their services. A referral to an Area Agency on Aging outreach worker was made.

Sometimes callers are extremely distressed. We have had wives seeking abuse centers; we have had people threatening suicide; we have had anonymous reports of child abuse. In the first week of operation, I received a call from a gentleman seeking marriage counseling; while I was explaining the different services available, his wife came on the extension and threatened to sue me for breaking up her marriage. For the next few minutes my patience and sense of humor were tested but the referral was made, and the couple did enter counseling.

Many of our requests deal with needs for financial assistance. These are referred to the appropriate service agencies. For some of these requests, there is no help available because of ineligibility or exhaustion of benefits. Such requests can sometimes be helped at least temporarily by private agencies. Perhaps the hardest part of I&R is dealing with situations of real distress when there is no help. The "safety net" of social services has rents and tears.

It is interesting to me as a librarian that many requests for information are typical reference questions that could have been directed to the public library. It leads me to wonder why my office received the call. Was it because many people do not think of public libraries in rural areas as information centers?

## I&R -- Who Does it Benefit?

Primarily, Information and Referral Offices benefit the clients who make requests by saving them time and frustration in satisfying their needs. I&R Offices also benefit the service agencies in a three-fold manner: (a) Clients are not sent to a service agency unless their problem matches the programs provided by the agency; (b) Without I&R, people in trouble often call service agencies at random; this is time consuming, and service agency personnel are obligated to make referrals to other more appropriate agencies; (c) Service agency personnel often ask I&R for information concerning other human service agency programs.

Information and Referral Offices can also serve the community at large by identifying social service gaps. Feedback indicates the ability of the community to meet the needs of its people. This information becomes very important in times of tight tax dollars when local government officials must establish priorities.

## Conclusion

We are a nation that is both information rich and information poor. In any community a wealth of information exists, often scattered among many agencies and organizations, sometimes only in the minds and memories of individuals in various agencies and organizations. This fragmented information is usually difficult for the average resident to access. The information-seeking resident can reach high levels of frustration and still remain information poor. A central access point for information-seeking clients, staffed by trained personnel whose major responsibility is to satisfy these information needs, can enrich the quality of life for all rural residents.

## FOOTNOTES

1. Standard Service Definitions in Human Services. Human Services Information System (HSIS) Project of Lancaster County, Pennsylvania, 1973.

2. TIP Subject Headings. Detroit: Detroit Public Library, 1979.

# RURAL LIBRARIES AND THE THREE T'S - TECHNICAL SERVICES, TECHNOLOGY, AND TIME

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The key ingredient in the development and continuing survival of the rural library is a persistent determination to thrive despite adversity - the quality of "true grit". The rural library, although small, addresses many of the same objectives as sister libraries serving more populous areas. The dilemma of the rural library is that it reflects in microcosm the needs and concerns of larger libraries, but lacks the commensurate range of problem-solving options.

The local tax base in rural areas cannot begin to support the elaborate media collections, array of programs, or depth of personnel available in larger libraries.

Although frequently short on funding, the public library is almost always long on determination. A resolve to provide the local community with good library service has enabled dedicated staff to turn limited resources into public library service that meets community needs and of which the community can be proud. As a matter of fact, rural librarians have become so adept at "making do" that a "Catch 22" service situation has developed. As conscientious librarians make every effort to make the library the best it can be, the public expects more, and the library is faced with the need to put forth more services with relatively fewer staff members and budget dollars. On this type of daily treadmill, the library administrator is likely to focus

attention and effort on the public service aspects of library operation and give little consideration to technical processes.

While rural libraries are moving ahead in areas of public service, technical processes such as cataloging and classification are stagnating. The rationale behind the classification (technical services ignored) system used or the possibility for improvement is little considered. While rural libraries are moving ahead in areas of public service, it is very likely that cataloging and classification is handled in the same way as a decade ago. Possibly a new edition of Dewey has been used, Cutter numbers added or deleted, but the process remains the same. The rural librarian, pressured by the volume of materials to be processed and other library demands, has little time to consider new developments, much less implement them.

Numerous changes have taken place in the library field in technical processes. Many librarians recognize and readily acknowledge the relative lag in keeping up with advances in technical processes. They protest that the work load, the library budget, and attitudes of board members or library administrators make changes impossible. Other librarians are so engulfed in the problems of their individual libraries that they have little opportunity to become aware of what is happening in other libraries on the periphery of their immediate environment.

All of this is understandable. Each of us gets wrapped up in his own particular job and niche in the world. Yet, it is important to make an effort not only to keep up with the current developments in librarianship, but to envision the future and prepare ourselves to meet it. If we accept the general premise that libraries encourage ongoing educational and personal

development, it should follow that librarians themselves are progressive and well informed within their own field. But, when limited financial and human resources combine to force a choice between public services and technical services, the latter is likely to get pushed to a back burner. The status quo is rationalized by saying that technical services affect only the library staff, so are not really important. Yet technical services are inter-related with other library operations and are important to library users in terms of availability of materials, ease of use of catalogs and locating materials, cost effectiveness of staff time, cuts in processing time - getting the materials to the public more rapidly, relation of class numbers used to those in other types of libraries facilitating transfer of skills from one situation to another, and increased staff time available for providing public service when that required for technical services is reduced.

It is always necessary to keep in mind that not <u>all</u> changes are improvements. Alternatives need to be reviewed and considered with an eye toward advancement rather than tradition. Perhaps one of the most radical changes to be considered is whether to retain the DDC (Dewey Decimal Classification). Even considering a change to LCC (Library of Congress Classification) by a small library would have been considered revolutionary less than a decade ago. Is Dewey adequate? Anyone who has ever had difficulty finding a number for a new subject or spent time changing numbers, labels, and cards to satisfy Dewey revisions knows that Dewey is not perfect. Although revised editions of Dewey have incorporated some new subjects through expansion of decimals and reassignment of numbers, Dewey classification is still based in the 19th century and does not always meet the needs of the 20th.

The LCC system is the classification of the 20th century and may well be the basis for cataloging development in the 21st century. LCC is not a panacea for the small library but does offer advantages. With a broader range of divisions and room for expansion, LCC can more easily accommodate new subjects without causing havoc with previously established classification numbers and without increasing the length of the call numbers to an unwieldy size. A major disadvantage of LCC is that it does not provide for separate fiction and biography sections as does the DDC system, and LCC class schedules are spread throughout several volumes as opposed to the three volumes of Dewey. The familiarity of users with Dewey is a point in favor of the DDC. The system seems much easier to use to many practicing catalogers since they have often had years of experience with the Dewey classification. LCC remains a nebulous area for many librarians and administrators since library schools did not commonly emphasize the system prior to the mid 60's. For the very small collection, the revisions in Dewey may not pose serious problems. Perhaps the most frequent argument in support of continued use of Dewey is the potential cost of converting previously cataloged titles to LCC. Librarian's time and the cost of additional supplies are both considerations.

Yet despite the initial expenditure of time and money, a change from DDC to LCC should not be completely discounted. Immediate conversion of the total collection may not be necessary but in some instances, it might be a worthwhile investment. There may come a time in the not-too-distant future when the virtues of simplicity of use and adequacy of Dewey will be severely tested. As library technology continues to expand, Dewey is likely to become more outmoded and to seem even more patchwork in nature.

Although the writer does not advocate the use of LCC in all rural libraries now, it is proposed that rural librarians take a closer look at what is happening to cataloging and classification in the world around them. It is easy to accept the routine without questioning why. It is well to remember that DDC is over one hundred years old. Henry Ford did not stop with the model T, Bell Telephone has found "a better way," and even the U.S. Constitution has been amended. . . maybe a change in library cataloging is needed too.

Rural librarians are practical individuals and are inclined to make the most of the resources available. Dewey, until now, has seemed the most efficient method of organization. If a better way is demonstrated, the writer feels that the rural librarian will select that route for future use. A "better way" for many libraries is already in operation in large libraries. A combination of LCC and on-line computer access has facilitated processing of library materials and also has made possible more effective interlibrary loan, serials control, and acquisitions of materials.

In this era of networking and library cooperation, more libraries are plugging into LCC and cataloging networks like OCLC On-line Computer Library Center via on-line terminals. The literature shows that a few small libraries have not only looked at the system but also tried it out and found that it can work.

Acronyms like OCLC and RLIN (Research Libraries Information Network) are rapidly becoming a part of every librarian's daily vocabulary just as microforms, cassettes, and 16mm films have in the past.

Library literature and on-line directories show greatest cost benefits occur at present to larger public libraries or to library cooperatives with centralized processing operations. With rapid advances in both

computer hardware and software, prices should become more affordable to smaller libraries.

On-line is the word for libraries of the future - all types of libraries. For smaller libraries, the major networking responsibility may rest with district or regional centers with local access terminals. It has already been proven that on-line access is not only an effective tool for cataloging and classification, but for other cooperative ventures including interlibrary loan and cooperative acquisitions. In some libraries, the on-line concept is so well accepted that on-line catalogs are replacing the traditional card catalog. The Library of Congress has already "closed" its card catalog. No more cards will be added to the traditional catalog. All information will be computerized and accessed by computer terminals.

Library literature within the last two years has discussed Computer Output Microform (COM) Catalogs - computer generated and produced on microfilm or microfiche rather than paper stock - as opposed to the card catalog. COM is considered as an alternative and a stepping stone between the traditional catalog and the on-line catalog where the computer, in a sense, holds all of the cards. The traditional card catalog is being condemned as outmoded, expensive, and inconvenient to the user. As more libraries computer-input cataloging data and access data in that way, rather than purchase catalog cards in bulk, it may no longer be profitable for jobbers to supply book processing or cards. Rural libraries may ultimately be forced to move with the times - ready or not.

The initial reaction to the idea of computers, networking, and change will quite likely be "all very nice, but what about the cost?" Cost is obviously a consideration but not an insurmountable obstacle. One local

budget may not be able to handle the financial outlay, but perhaps a group of libraries working together could. Cooperation has worked for the small library before and will continue to be a key element in the metamorphosis of the rural library.

One of the best, most familiar, and most widespread forms of cooperation is interlibrary loan. Cooperation in this area has been successful because: 1) the service is needed to supplement available collections; 2) there is no significant strain on the library's normal operating budget with postal costs sometime defrayed by the district or the library user; 3) usually, the staff time needed is incorporated with the other responsibilities of an individual already employed by the library; 4) there is no threat to the autonomy of member libraries and for most small libraries, no strain on their own collections. Many of these principles would also apply to cooperative network access.

In Pennsylvania, cooperation on varying scales ties together small public libraries and enables all to benefit directly from the resources each has to offer as well as from the expertise and resources of the District Center. This linkage may involve continuing education, rotating collections of books, cooperative acquisitions agreements, union lists, shared public relations, programming ideas, recordings, art prints, etc. Perhaps it is time to concentrate more on shared access to on-line cataloging networks and cooperative cataloging processing in general. Cooperation is a viable possibility for improved and cost-effective cataloging and technical processes for the rural library.

When the weather bureau issues a tornado warning, it is a good idea to take cover. When the library literature and library operations indicate a

move toward automation, computers, and revision of cataloging methods, it might be a good idea to take notice, re-evaluate present practices, and made plans for gradually coming to terms with the future.

The time has come in rural librarianship for serious consideration of changes in traditional cataloging and classification methods and plans for adoption of the "revolutionary" ideas that have now become the routine in larger libraries. Time, cost, and "smallness," or even "ruralness," will not long remain valid excuses for ignoring advances in the library field and improvements in ways to serve the rural library public. Cooperation has worked before. With the determination to move forward, and the willingness to face the challenge, it can work again. What is needed is a little more of that old-fashioned commodity for which rural libraries and librarians are famous - true grit.

# BOOKMOBILE SERVICE REEXAMINED

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Library literature in the past few years has reflected a negative attitude towards bookmobile service on a national level. It appears that the gasoline issue has generated wide-ranging soul-searching as to the viability of such service. However, it is my observation that the gasoline crisis, first its nonavailability and then its rising cost, incited "doubters" to become full-blown critics of a specialized library service which was never fully acceptable to the profession. One is almost tempted to say that the gasoline crisis was a welcome tool to justify long-term reservations about the value of the service. Some of the concerns were, and continue to be, justifiable; a significant number of persons involved in bookmobile service underrated the potential of the service, compromised its quality, and unwittingly assisted the prophetic statements of its demise to come true.

## The Rural Scene

It is useful to study the phenomenon of "rurality" as a way to understand the structure of bookmobile service in Ohio because this is the setting in which the service has had its greatest use and success. The publication of the journal, RURAL LIBRARIES, has provided much useful information for this study; several articles in the first issue, Volume I, Number

1, Winter 1980, provided social, political, and educational insights into the rural community. For example, the suggestions for serious community analysis and user statistics in the Curran and Barron article are pertinent for most rural areas; these authors observed that rural residents respond to personalized service and are wary of institutions. This finding corroborates the intuition of most bookmobile staffs. Other authors cited the important role public libraries should play in fulfilling information needs of rural citizens; I believe well-designed bookmobile service can enhance this role. Hershey, Heasley and Norris direct rural librarians toward professionalism in the social context. Lois Albrecht's comments on adult learning correlate with some of the observations bookmobile staff have been making for years regarding the educational potential of bookmobile service.

These references to articles in the first issue of RURAL LIBRARIES are relevant to this discussion because the bookmobile is the library for many of the rural clients served by the State Library of Ohio. Either the bookmobile will provide these services or the needs will not be met.

## The Ohio State Library Bookmobile Service

As part of the soul-searching activity in Ohio, the State Library examined its extensive bookmobile program during 1980-81. The State Library was the major provider of bookmobile service in the state, second in circulation to only one metropolitan school system. The analysis included total bookmobile service throughout Ohio.

For twenty years the State Library has provided bookmobile service to portions of twenty counties by means of contract agreements, a program

which continues to be popular. In 1980, 597,559 books were circulated from four headquarter offices located strategically in four rural areas of the state where no other source of library service is available. To deliver this product, 113,000 miles were driven to 309 communities and 49 schools; 150,000 people used the service during 1980; 73,485 information questions were asked of staff; full interlibrary loan and reserve services were provided through OCLC and local systems. This service was provided in 1980 at a cost of $.84 per circulation. We do not have figures for other bookmobile programs, but the cost per circulation for all materials in Ohio was $1.59 in 1980, calculated broadly on total budgets of public libraries divided into total circulation. This admittedly is a flawed method of comparison but has at least minimal relevance.

Other Ohio Bookmobile Service

Bookmobile service in other library systems in Ohio also shows continued strength. Based on comments/discussions among librarians in Ohio and nationally, analysis was expected to show significant decrease but relatively little change was found. Only eleven rural libraries have dropped bookmobile service since 1973. Metropolitan libraries changed focus, and schools experienced a significant reduction in bookmobile service. Books-by-mail was introduced into a number of service areas. The Ohio Valley Area Libraries (OVAL), the state's newest regional system, adopted both bookmobile service and mail-a-book service as a two-pronged outreach effort. Forty-eight public libraries in forty-four counties in addition to the State Library and OVAL operate bookmobiles. These vary greatly in size. Twenty-one programs

circulate 90,000 to 600,000 volumes per year; twenty operate at a 30,000 to 80,000 rate; five circulate 17,000 to 20,000. School service as noted above is still at a significant if sometimes reduced level in thirty-six libraries. The degree of commitment to school service varies from lows of 25% to highs of 90% of the total program. Ten libraries serve only local communities. The number of vehicles has gone from 83 to 73, and the number of stop locations from 2,901 to 2,701. In 1980, 4,854,000 books were circulated from Ohio bookmobiles as compared with over 6,000,000 in 1973.

The eleven libraries which ceased bookmobile service cite various replacement service programs. Three chose to replace bookmobiles by mail-a-book. One, a metropolitan county, opened mini-branches and an outreach service. Two others facing fiscal crises had no alternative but to eliminate successful bookmobile programs. In two cases costly repairs combined with tight finances and reduced usage led to cancellation of service. In four cases no system for cheaper or reduced service was available. In three other cases overtures have been made to the State Library so the decision to end bookmobile service might be reversed in the future.

In metropolitan counties, the nature of bookmobile service changed: reduction in general bookmobile service to concentrate on special service to targeted communities, elimination of schools, and more strict criteria for stops were typical. In 1975, OVAL took over administration of a four-county State Library Program; today it serves five counties. Some serious consideration was given to eliminating bookmobile service in favor of mail-a-book, but a comprehensive survey and analysis by staff indicated that such a plan not be

implemented. Although still facing financial problems, OVAL remains committed to bookmobile service.

## School Service

Today two hundred fifteen fewer schools receive bookmobile service than in 1973, mostly in metropolitan areas. The issue of school bookmobile service in Ohio is volatile. An Ohio Supreme Court ruling requires that public schools pay for public library bookmobile service on a cost basis. This ruling has not been universally followed as some schools could not afford the cost of bookmobile visits and others opted for no service.

## Books By Mail

Books-by-mail library service has grown in Ohio as it has nationally. OVAL is the nation's largest such program. As noted above, two rural libraries which are members of OVAL have replaced bookmobile service with mail service. Only one library chose it in place of the bookmobile as a management decision, contrary to the expectations of some. The two services have proved compatible and serve different people for different purposes within the same system.

## Summary

It should be clear from the above comments that the status of bookmobile service in Ohio is healthy. Commitments persist even while service statistics in some cases are down, and some libraries have discontinued the service. Comments from authors in RURAL LIBRARIES and LIBRARY TRENDS (Spring 1980) tend not only to reinforce convictions and intuitions of bookmobile

staff about the nature and needs of rural people, but also to suggest that even more work needs to be done in meeting the recreational and informational needs of rural residents through bookmobile programming.

To address the latter need, one State Library of Ohio bookmobile unit will seek to reach non-users by expanding the concept of bookmobile routing. Some "roving" between currently active stops will be designed to ferret out reluctant residents. When located, these residents will be offered the same full services available at local libraries. In this way, we expect to lower the percentage of persons who choose not to test bookmobile service. The logic is simple: up to 90% of the residents of some communities are rejecting institutional libraries; only a small percent choose bookmobiles; we will test whether a mix of the two types of service might have some positive effect. This test points to one of the unanswered questions above, i.e., why library service is rejected by people without physical barriers to that service and why some choose the bookmobile despite barriers.

## PUBLIC AWARENESS IN RURAL LIBRARIES

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Making the public aware of a library's existence and services is vital if there is to be increase in circulation and/or funding. In the rural community, the librarian may face limitations in opportunities to achieve public awareness, but if he looks at the situation in a creative manner and with a "rural" approach, he quickly identifies the large variety of communication media at his disposal.

The first that comes to mind is the local newspaper. Most small papers are anxious to receive local news that goes beyond the facts of who's visiting whom and who's in the hospital. In writing for the paper a single press release from time to time is not enough. A regular weekly or biweekly column with an appropriate title or heading is vastly superior because readers will see the title and be reminded of the library's existence. The library should continue to prepare press releases of important events in addition to the column news.[1]

Many of the larger "small towns" have radio stations that are required to commit time to public service messages as are national television and radio stations. Here again one will likely find that the station is eager to deliver public service messages on the air. The library can provide these messages in three ways. One is through regularly scheduled public awareness programs during which the librarian is interviewed by radio staff. A second approach can be short announcements of

upcoming special events. Third, the American Library Association pre-records special messages which lend a definite air of professionalism to the local radio and provide ear-catching ideas that put the local library in the forefront of listeners' minds.

In a rural community the library is linked with the persons who work in it; these people become predominant advertisements for the library. The more people who work in the library are involved in a wide variety of community activities the more advertisement the library receives. At times rural librarians find they are approached with reference questions at the local supermarket more often than they are asked on a "slow day" at the reference desk.

Another setting for informal, personal communication is a local center, e.g., a coffee shop or restaurant, where the librarian might meet community leaders and exchange information.

Rural libraries have a very powerful source for local communication that is not always used to its fullest extent, i.e., the Board of Education. Most school systems have an efficient means of delivering information to each school each day and are usually pleased to include library letters and news. Principals regularly contact students and teachers by public address systems; if requested by phone or letter, the principal might include special library events in his announcements. Every school also has bulletin boards that can be used for library promotion ideas. Attendance at the Boone-Madison Public Library's Summer Reading Program was more than doubled last year as a result of the distribution of a simple half-page flyer handed out to each student in the county at the end of the school year. Local banks and utilities may be willing to include well-designed

announcements about the library with their monthly statements and bills.

In the rural community a very powerful source for public awareness and support lies in service clubs. Librarians need to look beyond the traditional practices of providing programs for these groups and asking for money donations. Genuine commitment to, and involvement in, the activities of these organizations by the librarian brings him into contact with the local leaders - newspaper editor, manager of the radio station, businessmen, politicians, educators, clergy, bankers - who can help to promote and implement public awareness of library programs and needs. These programs and needs can be conveyed to service club members through traditional presentations to the assembled group or through informal discussion with friends/colleagues.

These are but a few of the wide range of possible communication facilities available in a rural community. As is readily acknowledged, in a small, close-knit group, the major element of communication is talk among friends. People tend to talk about things shared in common which may be why we talk to so many people about the weather. If a community can become aware of the fact that the library is something they share in common and something in which they can take pride, perhaps the best means of communication, i.e., discussions among friends, will result in a better-used and better-supported local library.

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[1]For an article on how to write a column see:

Matthew C. Kubiak, "Column on Columns," The Library Imagination Paper, Summer, 1980, p 1.

# THE FUTURE OF RURAL LIBRARIES

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In this paper, I shall comment on the outlook for growth and development within rural libraries in the United States. Although questions have been raised in several sectors regarding the ability of the rural library to survive in the present society and economy, I think there is some evidence to suggest not only continuation of rural library service but also expansion of program capabilities.

Four themes will be developed to extend the paper's title and objective: the meaning of "rural"; population changes that are occurring in rural areas; special problems facing rural librarians; and an educated prediction regarding the future status of the rural library.

The word "rural" can be defined through the use of a dictionary, but it is better interpreted in a context. The U.S. Bureau of the Census' definition considers a population base of 2,500 or fewer individuals to be rural, although the term "rural" is also categorized conveniently as "non-metropolitan." [1] Other elaborations or nuances of definition-seeking permit individual semantic structuring, e.g., the Center for the Study of Rural Librarianship identifies 25,000 people as rural; a rural library must be an independent unit as opposed to being part of a branch system in order to qualify for study by the Center.[2] While definitions may need changing and firming in the future, colleagues in the Cooperative Extension Service at

Pennsylvania State University indicate that the manner of defining "rural" at present has been approached as a literal free-for-all. Rural sociologists, also from the Pennsylvania State University, have indicated that it is not uncommon to find a population of 100,000 being used as a way of describing rural.

In addition to the census definition of rural, there are some additional aspects of rurality that provide meaningful interpretation. First, although not everyone in a small town is friendly to the same degree, usually it's simpler to get to know your neighbors; personal greetings, such as, "Good Morning," take on individual significance and satisfaction. Second, it's easier (after a break-in/waiting period reserved for outsiders) to become known in a community because of one's participation in social and/or civic activities; this, of course, can work to one's disadvantage because rumors and impressions spread faster than the proverbial wildfire. Third, while my judgements are obviously biased, it does seem that rural areas have a higher proportion than the city of individuals who are willing to volunteer their time for the good of the community; this may be witnessed in activities ranging from the Little League to the United Way. Fourth, as another aspect of rural living, it's natural (no pun intended) to have a vegetable garden in the summer; in fact, it may be almost an expected behavior; but, it's just as common to have the local farmers bring trucks filled with corn to sell to town residents (70,000 ears of corn were sold in this manner in Clarion by one farmer during the past summer). Fifth, for television-watchers, cable TV is a condition of rural living because stations are usually too far away to produce usable signals. Sixth, although this author admits to never making a scientific

study, on a per capita basis there are more pick-up trucks and recreational vehicles in rural towns than in cities; further, prominently visible in these vehicles are racks holding rifles or shotguns (or fishing rods) with a National Rifle Association decal on the window or bumper. Seventh, rural is also a place where the daily New York Times can't be purchased, and the absence of bookstores is a usual condition. Eighth, rural towns were "created" for mail-order stores around the United States; otherwise it's very difficult to obtain a size and color that fits. Ninth, another contemporary aspect of rural is the shopping mall, a characteristic of suburban living that is now creeping into small towns. While it's possible to continue to define rural in other ways, an interesting example happened recently following dinner at the Fryburg Hotel[3], when the waitress not only signed her name on the back of the check but also added, "Smile, God Loves You." Maybe she thought my outlook needed boosting; nevertheless, I recognized the experience as the quintessence of rural living.

Realistically there are many rurals, all of which are altered by geography and socio-economic conditions. Problems which affect the midwestern states, such as the MX missile system and large scale agro-economics, are not the same issues confronting the sun-belt states, which are experiencing unprecedented population growth in rural towns. While it is convenient to consider only two types of rural, i.e., the town or area that is expanding because of population growth and the rural town that is dying because of a lack of people and a non-existent economic base, clearly one must consider the rural phenomenon on a linear scale with these two examples at either ends of the measure.[4] It's more pleasant to consider the developmental aspects of rural areas particularly because these are the

ones which immediately confront the rural librarian. Symptomatic of "boom town" rural is the fact that for the first time in the history of the United States people are leaving metropolitan areas to settle (live) in non-metropolitan regions. Demographers indicate that unless some totally disruptive event were to occur, e.g., the total absence of gasoline for automobile driving, this out-migration from American cities is going to continue.[5] It is beyond my interest to speculate on all of the reasons for this population shift; presumably it has something to do with seeking a better life. It's my belief that living in a small town has become the chic thing to do; but whether it is fashionable or not to live in rural areas, increasing numbers of people are doing it, and not always to the delight of the current inhabitants of these towns which are doubling in size because of this current demographic trend.

Serious challenges are developing for librarians who now must face the demands of citizens who have previously lived in metropolitan areas and have come to expect a greater variety of alternative informational packages from which to choose. Somehow it has been convenient to think of the rural library as being insulated (with a pun intended) from such things as on-line data bases, etc., but the new wave of rural people may indeed be those who have already experienced some of the latest technological achievements in disseminating information and will simply expect the same services to be available in their new community. This situation must not be perceived pessimistically, however, but seen rather to be one way of promoting new dimensions or incentives for library service. First, of course, some effort must be made to ensure that all libraries have

telephones before systems of telecommunications are contemplated. But this is somewhat ahead of the current discussion.

The third element that I set out to discuss relates to the special problems confronting rural librarians. An appropriate question to ask is, "What is different about rural librarianship, i.e., how is it distinctive from any other type?" Clearly there are similarities, but for one who lives in a rural community and attempts to provide total library services, the previous question is easily answered.

First, "rural", notwithstanding population shifts, is characterized by geographical remoteness which provides the librarian with few other cultural and/or informational centers from which to draw support. This situation is considerably different in a metropolitan area where one has frequent access to a multiple of resources which may be pursued until a satisfactory answer is found. In many rural communities, there is no additional source of information to augment the public and school library's roles. Further, as a consequence of this geographical remoteness, tremendous strain is placed upon both the spirit and reality of library cooperation. For example, in research conducted by the Center among rural public libraries in Pennsylvania, it was found that on an average nine times as many books were requested through interlibrary loan than were actually loaned.[6] Perhaps this is not a surprising revelation when it was learned that the average book collection was approximately 19,500 volumes. While the disparity between requests and loans may seem a casual matter, consider the time interval that is inevitably a corollary of even the most efficient interlibrary cooperation.

Another aspect of collection inadequacy can be interpreted from the Center's national investigation of reference services in small public libraries. Librarians were asked to identify the reasons that they were unable to answer some reference questions. The answer given most frequently to this question was "lack of specialized reference materials."[7] In case there should be some uncertainty over the meaning of "specialized" (since the reader knows perfectly well that all collections have limitations), it is characterized by the absence of such basic things as the Biography Index or the Statistical Abstract of the United States, not just the highly specialized Chemical Abstracts. Back-up reference service, whether it's provided by a district library or a consortium, is vital to the ability of the rural librarian to maintain a viable role in the community, but only if answers to reference questions are provided immediately. A librarian can not develop confidence among his constituents by telling them to wait several days for the answer to a question such as, "What is Minnesota Fats' real name?" This may not strike the reader as a crucial question, but students who are enrolled in L.S. 500, Basic Reference, at Clarion State College, continue to be taught that every reference question is of equal value to the questioner.

Another characteristic of rural librarianship may be illustrated by the differences in per capita support among rural public libraries in Pennsylvania, which was found to average $3.15, while the per capita average in Pittsburgh was $6.75 and Philadelphia's average was $7.38.

Especially crucial among rural libraries, using Pennsylvania again as the model,[8] is the fact that the academically trained librarian is a rarity. It was discovered that Pennsylvania rural libraries, on average,

have less than one full-time trained person available. "Trained" in this context means a background including at least two years of college and nine credits of library science. While the situation in Pennsylvania is conspicuously bad, it is even worse in some other states. Clearly, without the assistance provided by volunteers, many libraries would not be open at all. Further, there is little doubt in my mind that the most significant factor for improving library service in rural areas is to upgrade the knowledge, attitudes, and skills of the librarian who more frequently than not must struggle daily to provide service without the assistance of any other agency.

Originally, it was my intention to conclude my discussion here. But a reading assignment for my students reminded me that, indeed, another "definition" of rural librarianship needs to be made. It generally relates to the mentality that considers rural libraries as either non-entities or undesirable or outcasts. The particular reading to which I am referring may not be typical but it nevertheless provides an attitude with which one must deal. In exploring the role of an administrator in a small library, the author (of this reading) explained that a fresh-from-library-school-graduate need not feel disappointed or deprived by working in a small library.[9] Even if it wasn't intended to be condescending, it presents the position that any self-respecting person would really choose to work in a large library. Certainly, the issue is a lack of understanding and sensitivity of the dimensions of the small library. Symptomatic of the problem, also, is a question that was asked by a "highly placed ALA person" who inquired of me whether reference service exists in the small (rural) public library. This is incredible, particularly when

one is reminded that 82 percent of all the public libraries in the United States can be found in population bases of 25,000 or fewer people.[10]

While it's possible to continue citing the characteristics of rural librarianship, the previous discussion should be adequate to convey the fact that there are sufficient nuances to distinguish nonmetropolitan library services from those of metropolitan areas.

The remainder of this paper relates to the future of rural libraries. And it is here where I am forced to deal largely with impressions of the way things are developing and the ways in which events will possibly occur.

1. The growth of small towns will continue and probably accelerate. As a consequence greater attention than ever before will be focused on rural libraries.
2. More effort will be invested in improving cooperative library services, especially as they relate to information services. This will happen unevenly, of course, because some states are more advanced in their cooperative ways than others. To be effective, however, library response time will have to be on-line and immediate. Readers' confidences will not be enhanced by waiting for days to have their questions answered regardless of where the library is located.
3. At the same time rural libraries will augment their in-library sources of information by beginning to employ on-line data bases and to develop unique files of local

community information. This will be possible because of the availability of microcomputers, such as the Radio Shack TRS-80, that undoubtedly will continue to be offered at an attractive price and will probably become cheaper in the near future.[11] In fact the immediate scene will probably yield tremendous developments in microcomputer technology that will affect us all. One recent journal article states:

> It is difficult to predict just where the microcomputer will take library automation or what the next question of information technology will bring, but it is clear that if the current direction is any indication, it will substantially enhance the local option and lessen dependence on consortia and networks.[12]

Not many years ago I was among those individuals who scoffed at the idea of computers being utilized in small libraries. If there were to be changes, so my logic concluded, the institution least susceptible to computerization was the small rural library. That was before I heard of or attempted to use a microcomputer. The above confession is not easy to make. But after some practical experimentation with a TRS-80 and commercially available software, I find it relatively easy to build a file of reference books, community information resources, a library directory, circulation file, etc. Truthfully, my expertise is limited to reading the technical manuals, but it's a revealing

experience seeing what an amateur can accomplish without a technical background and with virtually no knowledge of computer programming. A computer is not the library any more than is a card catalog, charging system, or latest edition of an encyclopedia. Because of the personal nature of the rural library, it would be hoped that the frenzied attraction to technology that is overcoming many librarians would be viewed in the proper perspective.

4. The future of rural libraries is inextricably caught up in the same technology that confronts virtually all of American society -- video-cassette recorders, Voyager spacecrafts, cable television, high resolution television, COM catalogs, microprocessors, printing by laser, CRTS, etc. Marshall McLuhan was correct, of course, when he reminded us that we are immersed in electronic information and can't really understand what this technology is doing to us. Now that information seems to be everyone's business it is difficult sometimes to perceive the library's true role.

5. My sincere belief is that the consciousness level among rural librarians across the United States will continue to increase and become a basis for the consideration of mutually inclusive problems. It is not unthinkable that a Rural Library Association will emerge, without the trappings and bureaucracy witnessed in other na-

tional organizations, however. If a national organization doesn't develop, it will be likely that state groups of rural libraries will organize, perhaps separately or as parts of existing organizations. But the emphasis will be the same, i.e., to demand equal attention to the problem. Rural librarianship has been confined to a closeted existence for the last fifty years, but America has now changed and so must recognition for rural libraries.

6. I indicated earlier that the key to improving rural library services is the need to augment the training of rural librarians. This semester students attending the School of Library Science at Clarion from Ohio, Wyoming, Maryland, Pennsylvania, Tennessee, Delaware and Vermont have indicated their particular penchant for the issues and problems relating to rural library services. This is a positive signal that training needs for rural library service are being recognized. One may not be able totally to perceive or even recognize the future, but there is considerable reason for optimism.

FOOTNOTES

1. This can be observed in the U.S. Department of Agriculture's publication entitled, Rural Development Perspectives. Also, the U. S. Statistical Abstract provides for the population categories of "metropolitan" and "nonmetropolitan" in counting noses.

2. Readers interested further in activities of the Center are encouraged to contact the Coordinator, Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, PA 16214.

3. For those who are consulting their Baedecker, be advised that this is a watering hole in the vicinity of Clarion.

4. See: Tom Stites, "Rural Areas Grow Again But the Day of Mitchell, Kansas Will Never Return." New York Times, 12 May 1981, p. A12.

5. An interesting discussion relating to this can be found in: George Sternlieb and James W. Hughes, "The Changing Demography of the Central City." Scientific American 243, No. 2 (August, 1980): 48-53.

6. This research was reported in: "Information Service and the Rural Library," Library Trends 28, No. 3 (Spring, 1980): 563-578.

7. Through a grant made available from the H.W. Wilson Foundation, the Center has been surveying public libraries serving populations under 25,000 people. Some initial survey results will be appearing soon in the library literature.

8. As of the 1970 Census, Pennsylvania's rural population was the largest in the United States at 3,363,499 out of a state population of 11,793,909.

9. Dorothy Sinclair, Administration of the Small Public Library. (Chicago: American Library Association, 1979), p. 4.

10. W. Vance Grant and Leo J. Eiden, Digest of Education Statistics, 1980. (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1980), p. 219.

11. My obvious bias toward the Tandy Corporation is the result of the loan of equipment to the Center which has enabled us to develop a Microcomputer Lab for small libraries.

12. John Berry, "The Local Option," Library Journal 106, No. 15 (September 1, 1981): 1583.

# RURAL LIBRARIES: A SELECTIVE ANNOTATED BIBLIOGRAPHY

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## Prefatory Note

This selective annotated bibliography was compiled by students in the Public Library Service class in the Division of Library Science, San Jose State University, during the 1980-81 school years; citations are included through September 1, 1981, and encompass a limited computer search of ERIC. All items except the ERIC titles were examined by class members.

The bibliography, devoted to libraries in rural areas and in towns of under 10,000 population, covers history, assessing information needs, delivery systems, programs, technical services, and the impact of technology and networks.

Alvey, Donna, et al. A Manual for Regional Librarians and Small Public Libraries. Lexington: University of Kentucky, School of Library Science, 1970. ERIC Document Reproduction Service, ED 045 159.

The twenty-three pages of this manual cover briefly the history and organization of regional libraries in Kentucky. Most helpful are detailed descriptions of the tasks of studying a community and designing and implementing programs for the discovered needs. The appendices include samples of forms, records, and reports. Very useful for small libraries.

American Library Association. Interim Standards for Small Public Libraries: Guidelines Toward Achieving the Goals of Public Library Service. Chicago: American Library Association, 1967.

Emphasizes the importance of written standards, procedures and policies for the small library. Cooperation with larger systems and libraries is stressed. Guides for access to the materials and the quality of the collection are given. There are good specifics on non-book materials, personnel, and the physical facilities in which the library is housed.

Barron, Daniel, and Charles Curran. "Assessing the Information Needs of Rural People: The Development of an Action Strategy for Rural Librarians." Library Trends 28 (Spring 1980): 619-30.

The major goal of this article is a workable set of instructions to overcome the problems in the delivery of information to rural citizens. Gives a step by step procedure on this through a Community

Information Needs/Library Services Guide. The article explains what the Guide covers, as well as how to match needs with services, agency cooperation, how to combat rural beliefs about the library (and vice-versa), and geographical isolation.

Benson, Nancy Dollahite. A Study of Acquisitions and Processing Costs in a Small Public Library. Washington (State) Library Network: 1978. ERIC Document Reproduction Service, ED 165 723.

A study was conducted to compare costs of in-house acquisition and processing operations at Neill Public Library in Pullman with those of joining the Washington Library Network. Results indicated lower cost and higher quality through in-house system and recommended improving in-house procedures rather than joining network.

Bernhard, Genore H. How to Organize and Operate a Small Library. Fort Atkinson, Wisconsin: Highsmith Co., Inc., 1976.

A comprehensive, step-by-step how-to manual for forming a library "for your school, church, law firm, business, hospital, community, court, historical museum or association." Simplified for the non-professional, this book deals with general library practices which can be followed in forming any library. Covers everything from furnishings and equipment, classifying and cataloging, processing books, setting up a lending system, and book repair, to publicity and promotion. Appendix lists addresses of jobbers, library suppliers, subscription agencies, and more.

Berry, John. "Town Meeting." Library Journal 105 (1 April 1980): 759.

At a town meeting in Newport, New Hampshire, the citizens voted down the library budget cut decision. Although there had been a high property tax already, they voted to tax themselves for library service.

Bone, Larry Earl, ed. "Community Analysis and Libraries." Library Trends 24 (January 1976). Entire issue.

Ten articles devoted to topic of community analysis. Due to smaller populations, rural areas tend to be more efficiently analyzed. Contains articles on history of community analysis, use of data, gathering instruments, academic use, case studies.

Brooks, Richard. "Bookmobile Service: How Much Does It Cost?" Minnesota Libraries 24 (Winter 1973-76): 107-11.

A cost study of the bookmobile service (mostly rural) of the Dakota County Library System, and concerns the relationship of bookmobile services to total budget and total circulation. The author explains how to conduct such a study, which would be of great value to other libraries serving rural populations.

Brown, Eleanor F. Bookmobiles and Bookmobile Service. Metuchen, New Jersey: Scarecrow Press, 1967.

This excellent book points out that bookmobiles began as an extension of library service to rural residents. Included is a chapter on the difference between urban and rural bookmobile service,

with tips on rural services, such as stop locations, scheduling, staffing, publicity, book collection, and community awareness.

"CLA/MPLA in Denver: Networks, Cataloging, Bookmobiles." Library Journal 100 (1 December 1975): 2189-90.

Article reporting on the joint annual conference of the Colorado Library Association and the Mountain Plains Library Association, October 19-22, 1975, includes a brief summary of a discussion which took place there concerning bookmobiles and, considering the high cost of this form of service, possible alternatives to them.

Casey, Daniel W. "How Trustees Can Secure Public Funds for Public Libraries." Library Scene 5 (September 1976); 24-27.

Article was originally an address at the Institute on the Library Trustee's Role in Library Finance, held on October 16, 1975, at the School of Library and Information Science, State University of New York, Albany. The author emphasizes the deleterious effects of inflation on ailing rural libraries and the need for trustees to strengthen ties with all possible tax sources and to enter into political campaigns in order to gain political credit. The author offers fifteen suggestions for action by trustees to achieve effective results in cooperation with the head librarian.

Clarenbach, Kathryn F. Educational Needs of Rural Women and Girls: Report of the National Advisory Council on Women's Educational Programs. Washington, D.C.: National Advisory Council on Women's Educational Programs, 1977. Distributed by the Government Printing Office.

Points out that one-third of the population in the United States is rural. Attention to educational needs of the often isolated population is critically needed. Study recommends that the government establish a policy for improving rural education, an area where library out-reach could play a vital part. Mobile libraries were mentioned as one way to help. It includes a helpful annotated bibliography.

"Current Trends in Rural Public Library Service." Library Trends 28 (Spring 1980). Entire issue.

Contents are noted under the following authors in this bibliography: Barron and Curran, De Gruyter, DeJohn, Drennan and Drennan, Fry, Lange, McCallan, Vavrek, Weech.

Dance, James C. Public Relations for the Smaller Library. Small Libraries Publications, No. 4. Chicago: Library Administration and Management Association, American Library Association, 1979.

How to do newspaper, radio and television publicity, exhibits and displays, and publications. Bibliography.

Darby, Jim, and Libby Hulder. "The Tri-County Regional Library's Program on Video and Cable T.V." Previews 4 (November 1975): 6-8.

Discusses cable T.V. as an inexpensive alternative for library-produced programming for small libraries with no formally trained staff, limited budgets, shortage of space, and no knowledge of cable T.V. organization. Gives examples of equipment to use, the different kinds of programming and other ways to use video equipment to reach a part of the public not being served by other public library programs.

De Gruyter, Lisa. "The History and Development of Rural Public Libraries." Library Trends 28 (Spring 1980): 513-23.

A brief overview of rural public libraries, covering five successive periods of development: (1) the library extension movement of the 1890's; (2) county libraries; (3) regional libraries; (4) post World War II; and (5) the 1960's. The author concludes that the next challenge of rural libraries may be 'to adapt to larger populations with more urban values.

DeJohn, William T. "The Impact of Technology and Networks on the Future of Rural Public Library Service." Library Trends 28 (Spring 1980): 633-48.

Cited studies describe rural libraries as being stereotyped as minor, weak community resources inadequate in staff and collection. Increased involvement in library networks and technology would enhance the image of rural libraries as community information sources, the author argues. Examples of the use of networks in Alaska and Illinois

are given. Future technology's impact on rural libraries is discussed.

Detrick, Virginia C. "What Can I and R Do for a Rural Area?" The U*N*A*B*A*S*H*E*D Librarian 24 (1977): 3.

Briefly describes some of the kinds of services offered to rural areas by a mobile I and R vehicle. Called the "Answer Van", it serves the Pemberton Borough and Township of New Jersey. It even takes representatives of the government such as a mayor, an IRS employee, or a welfare board member to answer questions at its stops.

Drennan, Ann, and Henry Drennan. "Rural Populations in the 1970's." Library Trends 28 (Spring 1980): 493-512.

Discusses the almost imperceptible shift of American population to rural areas, and the resulting cultural, societal, and governmental problems encountered by rural library services. The authors conclude that rural libraries need to stress the advantages of rural living while compensating for the disadvantages when designing services. Statistical tables are included.

Drennan, Ann Hays, and Anne Shelby. "Library and Information Service Needs of the Geographically Remote." In Library and Information Service Needs of Occupational, Ethnic, and Other Groups in the United States. Edited by Carlos A. Cuadra and Marcia J. Bates. Washington, D.C.: U.S. Government Printing Office, 1974: 171-90.

Lists twenty-three characteristics of the geographically remote with emphasis on those with direct implications for library service, such as lack of social services and education, and type of lifestyle. Rationale for serving the geographically remote. Needs for library and information services. Adequacies and deficiencies of existing services. Strategies for filling unmet needs.

Eberhart, W.L. "Closer Look: Gallup Survey of American Adults Assesses the Role of Libraries in America." American Libraries 7 (April 1976): 206-209.

Essay concerns a Gallup poll of the role of libraries in America, and reveals who uses the library and how often. The survey finds that the distance to libraries is less a factor in determining use or non-use as compared to similar surveys in years past. Since many rural libraries are located a good distance away from their patrons, these results are of vital interest to rural libraries.

Educational Research and Services Corporation. Where the People Speak: The Role and Function of Rural Public Libraries in Northern New England. Bedford, New Hampshire: Educational Research and Services Corporation, 1969.

This study's objective was to discover the attitudes of a sample of rural New England citizens concerning their town libraries in order to determine ways in which they could be motivated to support and use

the libraries. Also included is a review of both the literature on rural libraries and trends in rural library service.

Eidelman, Mary Landre. Information and Referral Service for the Residents of Maryland's Eastern Shore. Interim Report. Baltimore: Maryland State Department of Education, Division of Library Development and Services, 1977. ERIC Document Reproduction Service, ED 145 840.

A practical, thorough report of an I and R service established in three rural Maryland counties. It discusses the need for the program, recruitment, training, marketing, maintenance, and problems encountered. This would be a good manual for other rural (or urban) libraries to use.

Ellis, William N. "The New Ruralism: The Post-Industrial Age is Upon Us." Futurist 9 (August 1975): 202-204.

Depicts the growing trend towards ruralism in the United States, urban out-migration, rural in-migration; the twenty most rapidly growing states with the exception of Florida and Delaware are rural. Article includes chart showing all fifty states and urban/rural population changes/relationships.

"Farming Materials." Booklist 78 (1 September 1981): 24-5.

A collection of seven reviews, done by Thomas J. Hennen, of books concerned with farms and farming. Libraries which serve agricultural areas may find useful additions to their collections in this list.

Frank, Boris, and Mark McElreath. "RFD - A Living Room Library." Wisconsin Library Bulletin 67 (September/October 1971): 315-16.

The Rural Family Development (RFD) project of the University of Wisconsin began in 1971, federally funded for three years. Its approach is to provide adults with practical information they want, when and where they want it. By using a TV format many new concepts embraced by library service are being tested by this project.

Friese, Diane. Evaluation of Public Library Bookmobile Service in Rural Areas in Comparison to a Books-By-Mail Service. 1976. ERIC Document Reproduction Service, ED 125 633.

A study was undertaken in rural areas of Nova Scotia, Prince Edward's Island, and Newfoundland, Canada, to investigate public library bookmobile services in comparison to books-by-mail service. Results showed that bookmobile services have the potential for a far greater variety and quality of service.

Fry, James W. "LSA and LSCA, 1956-1973: A Legislative History." Library Trends 24 (July 1975): 7-26.

Traces the legislative development of the Library Services Act of 1956 and the Library Services and Construction Act of 1964 with 1966 and 1970 extensions, including details of specific bills and resolutions. The impact of federal funding for states with rural libraries is analyzed, and a background of ALA studies concerning support of library services and education is presented.

Fry, James W. "Technical Services and Centralized Processing for the Rural Public Library: An Overview." Library Trends 28 (Spring 1980): 579-87.

Discusses the past history and future need for centralized processing of materials. There is evidence that central processing centers have been successful in filling technical service needs of rural public libraries, and in the author's opinion rural libraries will need to utilize the advances of technology to the fullest in order to survive.

Geddes, Andrew. Fiscal Responsibility and the Small Public Library. Small Libraries Publications, No. 3. Chicago: Library Administration and Management Association, American Library Association, 1978.

Aims to help administrators in small public libraries in towns of 10,000-15,000; it could be used by libraries smaller than that. Gives a general overview of financial management, including budget preparation, adoption, and execution, auditing and evaluation. Includes an appendix and bibliography.

Glicksman, Eve. "Keeping the Wheels of Mountain Culture Turning." Rural-america 4 (July/August 1979): 12.

This article is not about libraries, but concerns a mobile non-profit bookstore-on-wheels that specializes in material on Appalachian culture and history, based in Berea, Kentucky, and sponsored by the National Endowment for the Humanities. After seeing it, many rural area libraries and other organizations have decided to start their own Appalachian collections.

Goldmark, Peter. "Communications for a New Rural Society." AV Guide 51 (November 1972): 21-26.

Reviews the project, "The New Rural Society," funded by the U.S. Department of Housing and Urban Development, conducted at Fairfield University in Connecticut. The Windham Planning Region, located in the northeastern portion of the state, was designated as the center for the project. The study illustrates how telecommunications can be used to extend services to rural areas by providing employment opportunities; health services, e.g., mobile teleclinics which serve as communication links for visual, audio and diagnostic use; access to higher or continuing education; and social, cultural, and recreational events. Indicates the value of imaginative planning and application of telecommunications in supplying specific information needs in rural communities.

Green, Norman E. et al. "Present Costs of Several Modes of Delivery of Library Services." PNLA Quarterly 41 (Fall 1976): 10-13.

Reports the results of a project to define alternatives and their costs for extending library services to unserved parts of rural Washington state. The authors compare the costs of providing bookmobiles, mail-order delivery of paperbacks, and construction of new libraries in appropriate locations. Data collection methods and sources are fully discussed. Nine statistical tables.

Greer, Roger. The Anatomy of a Small Public Library: A Study of Current and Projected Needs of a Suburban Community and New Town With a Proposed Plan for Library Development. Syracuse: Syracuse University School of Information Science, 1974. ERIC Document Reproduction Service, ED 115 286.

A study conducted to discover current and future library service needs and to make recommendations for meeting those needs.

Gregory, Ruth W., and Lester L. Stoffel. Public Libraries in Cooperative Systems: Administrative Patterns for Service. Chicago: American Library Association, 1971.

Authors describe and review the organization and functions of cooperative systems and introduce administrative relationships between small and medium-sized public libraries and the cooperative library system. By sharing of resources and services, cooperative purchasing, collection building and storage, rural libraries will benefit as member libraries in obtaining access to needed information and services not available within their own community.

Hamilton, Beth A. "Multitype Library Cooperation. New York: R. R. Bowker Company, 1977.

Library cooperation can be extended to an expansive system composed of public, school, academic, and special libraries. Case studies are presented to illustrate the advantages of this multitype network over the small, isolated library. Planning and funding, including federal financial aid, are discussed, along with governance

criteria. A table summarizes successful cooperative state and interstate systems and their supporting funds and legislation.

Head, John W. "Note on the Rural Public Library." ALA Yearbook. Chicago: American Library Association, 1979: 216-217.

This annual state-of-the-art report on the rural library addresses some problems, weaknesses and needs which seem universal to the public library system as a whole, and calls on librarians, trustees, and supportive citizens to take a strong leadership role in the small community and to build the library as a strong community resource.

Head, John W., and Bernard Vavrek. "The Public Library: A Community Resource." Rural Development (Cooperative Extension Service, U.S. Department of Agriculture, the Pennsylvania State University) 4 (1979).

The Pennsylvania State University Cooperative Library System has been established to provide local users with materials obtainable through district and regional resource centers. In connection with outreach services, the system has increasingly provided rural libraries with specialized book and nonbook items, centralized cataloging services, and computer retrieval of bibliographic information. The services of these centers can be tailored to the needs of individual community libraries.

Helwig, R.E. "Alternative Methods of Organizing and Financing Local Public Libraries in South Dakota." South Dakota Library Bulletin (January/June 1970).

Evaluates alternative methods of organizing and financing local public libraries in South Dakota, most of which are rural. Provides a comparative analysis of local public libraries in South Dakota with those in other states. The evaluations and recommendations could be applied to most local public libraries.

Hu, Teh-wei, Bernard H. Booms, and Lynne Warfield Kaltreider. A Benefit-Cost Analysis of Alternative Library Delivery Systems. Contributions in Librarianship and Information Science, No. 13. Westport, Connecticut: Greenwood Press, 1975.

A study to evaluate two alternative library delivery systems, bookmobiles and books-by-mail. The benefit-cost analysis was adopted for evaluation. The monetary benefits included the time saved, money saved from buying, and renting from commercial libraries. Although the benefit/total cost ratios for these two systems were low, the authors did not conclude that they should be eliminated because of their value. They are especially valuable for sparsely populated areas and small towns.

"I and R Service in Rural Areas." In Neighborhood Information Service Centers: The Changing Role of Public Library Service. New York: New York Public Library, 1979: 34-9.

A study in rural Tennessee found that residents were unaware of social service agencies in urban areas, since there was not enough outreach, transportation, or follow-up. Need to link rural residents with needed services, which are highly personal, and have public awareness of services. Mentions programs in some areas.

Irvine, Elizabeth. "Without the Realms of Gold: Books and the Pre-school Country Child." An Leabharlann 6 (Autumn/Winter 1977): 84-91.

For many pre-schoolers in rural Northern Ireland, bookmobiles are the only accessible source of library materials. Parents must be educated about the value of books so they will get them for their children. Reading habits and abilities are affected by patterns established in early years. Level of bookmobile service is inconsistent throughout province.

Jarvella, Shirley M. Who Serves the Migrant? An Inquiry into Migrant Library Services in Selected States Including Studies of Connecticut, New Jersey, and New York. 1971. ERIC Document Reproduction Service, ED 103 167.

A study was done to: determine how libraries can become more responsive to needs of migrant families; explore problems which inhibit extension of these services; and discover what programs libraries now have. Some results: libraries must provide non-print media, easy-to-read adult books and Spanish language materials.

Jordan, Robert T. Tomorrow's Library: Direct Access and Delivery. New York: R. R. Bowker Company, 1970.

This very interesting book suggests the adoption of Universal Computerized Library Cards, library drive-up windows which circulate paperbacks, and storage and mailing books in individual Jordan Plastic Book Boxes. The author cites a few examples of books-by-mail programs and sees the future of the library as being in home delivery.

Killacky, Jim. "Schooling Neighbors in Rural Kansas." Ruralamerica 4 (April 1979): 10.

Although this article does not specifically mention libraries, it does discuss outreach classes and local community education projects in over thirty rural Kansas communities. It could be useful to librarians serving rural communities who want to know what kinds of programs and ideas are of most interest to sparsely populated areas.

Kim, Choong H. Books by Mail: A Handbook for Libraries. Westport, Connecticut: Greenwood Press, 1977.

Excellent and readable text on a valuable program for rural communities. The first part is a descriptive manual; the second offers individual essays on books-by-mail programs; and the third section is a state-by-state directory of programs in operation.

Kim, Choong H. "The Mini-Library Movement in Rural Korea: A Successful Experiment With a Rural Public Library Alternative." International Library Review 11 (October 1979): 421-40.

In 1961 a Mini-library Association was started in Korea by Mr. Dai Sup Ohm, in an effort to extend library service to the thirty-seven million members of the rural population, eighty percent of whom are literate. This article covers the findings, conclusions, and recommendations found in a study of the mini-libraries, conducted in 1977 by the author.

Kolb, Audrey. "Village Library Project." The Sourdough 17 (September/October 1980): 4, 19.

Explores the problems and success of establishing village libraries in rural Alaska. The need to eliminate educational disparity, which exists between rural and urban students, was a motivating factor for the project. Solutions to problems are both varied and unique, e.g., the library located in a grocery store is the most popular, while shortage of operating funds in one library is countered by labeling overdue funds such as 'kerosene for the lantern'.

Lange, Clifford, E. "The Rural Public Library Trustee: A Preliminary Assessment." Library Trends 28 (Spring 1980): 589-98.

The author emphasizes the importance of examining the environment in which the rural library trustee functions. Five basic characteristics of most rural libraries are: 1) remoteness from current library activity; 2) poor financial support; 3) lack of professional staff; 4) lack of resources; and 5) poor status in the community. Under these conditions the roles of networks and the librarian-trustee relationship are especially important. A survey of northwestern Iowa public

libraries and interviews in many states indicates that though boards do meet regularly, new members are seldom given a broad orientation to their jobs as trustees and members seldom engage in continuing education in library matters. Challenges facing rural library trustees require that they be better informed, and seeing to this is part of the librarian's duty.

Lewis, Charlotte. "Outreach and Itinerant Librarian Programs." Nebraska Library Association Quarterly 8 (Fall 1977): 24.

How Nebraska is making use of LSCA funds to bring library services to previously unserved areas and improved services to libraries across the state is briefly described by a member of the Nebraska Library Commission which administers the projects.

"Library Cooperation: School/Library Cooperation in Rural America Eyed." Library Journal 104 (15 December 1979): 2611-12.

Highlights of the conference on "Partnership for the 80's: Public School Library Cooperation in Rural America" are described. The conference emphasized the need for library cooperation and reciprocal borrowing agreements, and stressed the economic advantages and effective use of resources resulting from cooperative programs. Primary concerns included funding, management, and governance.

"Local Librarian/Trustee Meetings Offer Impressive Fare in Indiana." Hotline (8 March 1980): 5.

A newsletter announcement of subjects to be discussed at an upcoming meeting of trustees of a small Indiana library.

"Making a Case for Bookmobiles During the Energy Crunch." Library Journal 104 (15 November 1979): 2394-96.

Briefly reported are highlights of a meeting of bookmobile librarians in New Jersey. In addition to discussing ways to justify the continuing use of bookmobiles, topics covered included stocking, maintaining, purchasing, and designing bookmobiles.

McCallan, Norma J. "Delivery Systems and Programs." Library Trends 28 (Spring 1980): 525-61.

Considers various delivery systems and programs useful to, or used by, rural libraries. The author includes questionnaires on bookmobiles, books-by-mail, and programming which she sent out as a mini-survey. The libraries surveyed and the data collected are included.

McCormick, Edith. "Julian Library." American Libraries 12 (May 1981): 285.

A short history of the library in Julian, California, a rural town northeast of San Diego. The ninety-eight-year-old structure serves as one of San Diego County Library System's thirty-five branch libraries and has a user population of about 3,450 from the surrounding hamlets.

McGovern, Gail. Public Library Service for San Benito County. Sacramento, California State Library, 1976. ERIC Document Reproduction Service, ED 124 154.

San Benito County is a sparsely settled agricultural county in California, one hundred miles south of San Francisco and three hundred miles north of Los Angeles. Its library system is floundering; there is no written book selection policy, and the collection is old. It could contract with another county for administration services; it could join a cooperative system and develop a Friends group and library advisory group. The county board of supervisors made the important first step by getting help from the State Library.

Martin, Irene. "Special Report, Skamokawa Story: Rural Library Services in Washington State." Wilson Library Bulletin 55 (February 1981): 440-42.

Story of a rural village in Washington State, which established an all-volunteer library in 1973. The author discusses some of the successes and problems which such a system entails.

Mehaffey, Kathleen. The Librarian as Administrator of the Small Public Library. Small Libraries Publications, No. 2. Chicago: Library Administration and Management Association, American Library Association, 1978.

Demonstrates how the librarian of a small library must rely on his/herself for the abilities and skills necessary to provide the community with effective library service. It covers the librarian's

responsibility to the board of directors, how to handle personnel development, fiscal accountability and record keeping, supervision of buildings and grounds, establishing objectives, collection development, and community involvement. Extensive bibliography.

Milich, Patricia S. "The Practicing Librarian: The Answer Van in Rural New Jersey." Library Journal 103 (15 May 1978): 1030-31.

Bringing to the public a variety of information on issues both public and personal has been a unique and highly successful library service here since 1975. The "Answer Van" regularly tours the area with books, pamphlets, and a driver who is also an Information Specialist.

Myller, Rolf. The Design of the Small Public Library. New York: R. R. Bowker Company, 1966.

A very practical guide. It does not overwhelm the librarian, but leads him or her painlessly through the planning, design and construction of a small library. There are humorous sketches which effectively convey the author's message. The book is written by a professional architect and is highly recommended. A bibliography is included.

"NEH Grant for Study of Rural Librarianship." Wilson Library Bulletin 55 (November 1980): 173.

The National Endowment for the Humanities has given a $15,000 planning grant to the Center for the Study of Rural Librarianship at Clarion (Pennsylvania) State College, for the development of a model program for improving services in rural public libraries.

New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools. The Best of ERIC on Library Services to Migrant and Farm Worker Communities. Stanford, California: Stanford University, 1975. ED 105 905.

The collection has a wealth of information for a librarian dealing with migrants and farm workers. Material on library surveys, cultural backgrounds, outreach programs, research at colleges and universities is included. It is a good place for the novice to get ideas for projects or programs. Complete information on understanding and ordering ERIC documents is included.

Nichols, Margaret Irby. Handbook of Reference Sources. 2nd ed. Austin: Texas State Library, Department of Library Development, 1979.

Designed as a selection tool for small public libraries. It lists important sources in the major resource centers of the Texas Library System. Eight hundred and four annotated reference sources are covered, with 126 other works mentioned in the annotations. The entries are divided into eighteen major areas, each of which is broken down into subsets. Three hundred ten are noted as most suitable for a small library. Prices and ISBN are given for most entries. Index.

Norman, Ronald V. "A Method of Book Selection for a Small Public Library." RQ 17 (Winter 1977): 143-45.

Resources for materials selection and collection development in a small public library are specified. The system includes a weekly review of standard selection tools, publishers' notices, and catalogs by a committee consisting of the director and department heads. Methods of preparing a written book selection policy and use of reviewing aids are especially appropriate to the rural library.

Oklahoma State Department of Libraries. A Library Report for the COEDD District. Shawnee, Oklahoma: Author, 1975. ERIC Document Reproduction Service, ED 118 099.

Surveys the seven counties comprising the Central Oklahoma Economic Development District. There are tables and graphs illustrating occupational shifts and changes in income patterns. Problems are discussed and suggestions for improvements are recommended. More money from the federal and state government is suggested plus heightened citizen awareness at the local level.

Osbourn, Sandra. Library Services in Rural Areas. Washington, D.C.: Library of Congress, Congressional Research Service, 1973. Distributed by Government Printing Office.

The author discusses standards for rural library service and looks at actual levels of service found in the United States in 1973. She concludes that although there is little hard data available,

evidence suggests that standards are not being met and service is inadequate.

Owens, Virginia. "Bookmobile." ALA Yearbook. Chicago: American Library Association, 1976.

Bookmobiles are very popular and are used for a variety of outreach programs. Inflation and budget restrictions have been a cause of concern for bookmobiles and have resulted in reducing the number of bookmobile stops and hours of service and searching for smaller vehicles with lighter bodies, but circulation appears unhurt.

Pahl, E. Patricia, and Thomas L. Pahl. Vigo County Public Library Mediamobile: Evaluation of a Library Services Act Project. Terre Haute, Indiana: Vigo County Public Library, 1973. ERIC Document Reproduction Service, ED 090 941.

Describes the two-year project which provided a Mediamobile for the Vigo County (Indiana) Public Library. The vehicle served outlying areas of Terre Haute as well as the low income populations there. An evaluation team agreed it had attained some of its objectives and was on the right path toward others.

Piercy, Esther J., and Sanner, Marian, eds. Commonsense Cataloging: A Manual for the Organization of Books and Other Materials in School and Small Public Libraries. 2nd ed. New York: H.W. Wilson Company, 1974.

A practical guide presents detailed instructions for cataloging and processing of book and nonbook materials, record-keeping systems, and inventory methods for the school or small public library. Principles of Anglo-American Cataloging Rules are used, with specific main-entry and added-entry practices outlined. Appendices include procedures for typing and filing of catalog and shelf list cards, definitions of terms, and a checklist of practices that would be appropriate to the rural library.

Plotnik, Arthur. "Library Life in Middle America: The Cornhuskers." Wilson Library Bulletin 46 (January 1972): 412-25.

After a visit to rural and urban libraries in Nebraska the author summarized his impressions of the drastic differences in library life between small rural and large urban libraries. He provides personal vignettes of librarians and community members, their different interests, problems, concerns and perspectives on library and broader social issues. The author was impressed by interlibrary loan services, good morale among librarians and trust in the importance of library service. The major problem facing rural libraries in Nebraska is geographic remoteness.

Ratcliff, Linda. "Intimate Details in the Life of a Library on Wheels." California Librarian 39 (July 1978): 41-44.

A description of the daily routine of a bookmobile. The author feels it is a worthwhile and interesting service for the sparsely

populated areas of Butte County, California. A bookmobile has been in action there since 1957.

A Report on Libraries. Wilburton, Oklahoma: Kiamichi Economic Development District of Oklahoma, 1975. ERIC Document Reproduction Service, ED 118 098.

Seven counties in area, with special attention paid to one, because other libraries were in Choctaw Nation library system. Suggested that Pushmataha County join Choctaw system or merge with city library. Specific recommendations that Antlers public library trustees review policies and procedures and develop written policy. Appendixes include state and national library standards.

"Research Project Examines Rural Reference Service." CSRL Newsletter, (Clarion State College Center for the Study of Rural Librarianship) 2 (March 1980): 5.

This brief article recapitulates the data produced by a survey of rural Pennsylvania public libraries. A rural library is defined as one serving populations of 25,000 or less, but the average was found to be 10,500. Spending per capita was found to be a dollar less than the state average and there were 9.3 professional librarians among the thirty-five libraries.

Robbins, June. Citizen Participation and Public Library Policy. Metuchen, New Jersey: Scarecrow Press, 1975.

Devoted to theory of citizen participation, survey data, analyzing data, etc. Sections on citizen participation in urban and rural libraries. Sample questionnaires and recommendations for research.

Roberts, Don. Mediamobiles: Views from the Road. Public Library Reporter, No. 19. Chicago: American Library Association, 1979.

A series of interviews or conversations by the editor with librarians who have used vehicles of some kind to take various media to the public.

Rural Libraries: A Forum for Rural Library Service.

This journal is published by the Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, PA 16214. Margaret A. Jetter, editor. Each issue is composed of several articles dealing with rural libraries. The contents of the first four issues follow.

Vol. 1, No. 1, Winter 1980. Heasley, Daryl K. "What Selected Research and Literature Tell Us about Rural People"; Hershey, Dale R. "Community Development: The Role of the Rural Librarian"; Norris, Benjamin P. "Social Theory and Its Application to the Study of Community Analysis and the Problems of the Rural Library"; Curran, Charles and Daniel Barron. "User Studies: The Human Connection and the Rural Scene"; Case, Robert N. "Who Controls the Library System?"; Ruccio, Nancy C. "Making the Rural Library Part of the Community";

Albrecht, Lois K. "A Lifetime of Learning"; Vavrek, Bernard. "Rural Librarianship: A New Consciousness".

Vol. 1, No. 2, Spring 1980. Fite, Alice E. "School and Public Libraries Communicate"; Mautino, Patricia. "The Implications of Networking on School-Public Library Cooperation in Rural America"; Brumback, Elsie L. "Public-School Library Cooperation in Rural America. . . A View from the State Level"; Little, Paul. "Library Cooperation and the Lifelong Learning Process"; Woolard, Wilma Lee Broughton. "Combined School/Public Libraries in the United States"; Mills, Shirley C. "Views of School-Public Library Cooperation from the National Level"; "School-Public Library Cooperation . . . A Bibliography".

Vol. 1, No. 3, Summer 1980. Sims, Sally R. "'New History' in the Countryside: Material Culture, Local History, and the Role of the Rural Library"; Hoffman, David R. "Interlibrary Cooperation--A Perspective from the State Library of Pennsylvania"; Head, John W. "Rural Libraries and Information Needs"; McMorran, Charles E. "Automation for the Small Library"; Fulmer, Elisabeth S. "Managing the District Library: An Interview with Jean Ferguson"; Ruccio, Nancy C. "Planning for Rural Library Service"; Gray, Allan. "Resource-Sharing Via Computer Catalog: A Pilot Project".

Vol. 1, No. 4, Fall 1980. Case, Robert N. "Assessment Checklist - A Guide to Strengthen Community Libraries in Library Cooperation";

Ruccio, Nancy C. "The Planning Process - Is It for Me?"; Herb, Steven. "A Survey of Rural Librarians on Continuing Education".

"Rural Reference Service Study." Library Journal 106 (1 March 1981): 496.

Clarion (Pennsylvania) State College Center for the Study of Rural Librarianship will receive a $10,000 grant from the H.W. Wilson Foundation to study trends and problems of rural libraries in providing reference service. The results will be published.

San Mateo County Office of Education. Education Resources Center. Focus on Migrant Education. San Mateo, California: San Mateo County Board of Education, 1971.

A bibliography of research findings and developments in the education of migrant children and various programs devoted to migrant education and training. It was compiled from documents appearing in the ERIC system and the ERIC Clearinghouse on Rural Education and Small Schools (CRESS).

"Selma Bookmobile Aids ABE." Alabama Public Library Service Cottonboll 4 (May 1979): 1, 5.

The Selma-Dalls County (Alabama) Public Library bookmobile has supported a program for improvement of rural adult basic reading and writing skills through Project ABLE (Adult Basic Learning Experience). The bookmobile delivers Level I reading materials and a teaching specialist to individuals in the county. The program began in October, 1978, under federal funding.

Sharp, Barbara. "Wyoming--A Wired State." The Outrider 4 (October 1972): 1-2.

The state is utilizing cable TV as a new library application which could be an unprecedented chance to reach more people in their vast sparsely populated state. The article explains methods of library participation in the cable TV system.

Sharr, F.A. "Functions and Organization of a Rural Library System." UNESCO Bulletin for Libraries 26 (January/February 1972): 2-7.

Discusses some broad principles and goals of rural library service and mentions certain deficiencies inherent in most rural libraries. Author advocates the development of networks with strong headquarter organizations as the best way for rural libraries to function successfully. The article is geared toward rural libraries in foreign and/or developing countries, although many of the arguments could be applied to libraries in the United States.

Shaughnessy, Thomas W. An Overview of the Development of Larger Units of Service and the Central Library Concept. Tempe, Arizona: Navajo Linguistic Society, 1975.

This monograph is a general overview of the development of rural library service. Initially, cities, through outreach programs, attempted to serve rural areas. These outreach attempts were followed by state support, and then, what for many rural areas is still the final step, county libraries became the base for rural service. As early as the 1930's regional systems were formed. They flourished in

the second generation following World War II, achieving the broadest service yet to rural areas.

Sheldon, Brooke. Personnel Administration in the Small Public Library. Small Libraries Publications, No. 5. Chicago: Library Administration and Management Association, American Library Association, 1980.

Includes hints for writing a personnel policy, recruitment, interviewing and job orientation, problem-solving.

Sinclair, Dorothy. Administration of the Small Public Library. 2nd ed. Chicago: American Library Association, 1979.

Offered to the beginning librarian, this is a general overview of the small community library, its goals, objectives. Sinclair offers common sense information on virtually every aspect of running a library, especially ways to deal with the citizens of the smaller community.

Smith, Patricia L. Beyond the City: Library Service to Children in the Northwest Territories, Canada. Hay River, Canada: Northwest Territories Public Libraries Services, 1974. ERIC Document Reproduction Service, ED 105 829.

The Northwest Territories of Canada cover about 11.3 million square miles and are served by a staff of eight full time employees and fifty part-time local librarians. The service to children is carried out largely by librarians' visits to schools. They are intro-

ducing books to some people whose native language does not have a word for "book," as it has been a written language for less than one hundred years.

"A Spate of Videotext News Both Here and Abroad." Advanced Technology/ Libraries 8 (August 1979): 4-5.

A description of a new service in the Canadian province of Manitoba, where residents of a rural area will have home access to computerized data banks via their television sets. Called "Videotex," the service is part of a larger project in which computer technology will provide such things as library service, shopping by computer, and electronic mail in Manitoban homes. The article mentions two videotext systems in Miami and Great Britain.

A Study of Library Service in the Lake Agassiz Region of North Dakota. Bismarck: North Dakota State Library Commission, 1976. ERIC Document Reproduction Service, ED 131 841.

Stresses the need for library assessment in rural towns in terms of regional setting, existing library resources, mail surveys, reasons for non-use, financing, organization of library services, and library user surveys. Relates ALA library standards to rural libraries.

Sumler, Claudia Burnett, and Lorraine Fry. Kent County Public Library: A Survey of a Small Public Library and Its Community With Recommendations for Future Goals. Chestertown, Maryland: Kent County Public Library, 1976. ERIC Document Reproduction Service, ED 134 179.

Attention in this study is focused on organization, resources, services and user access in rural libraries and their adequacy according to standards set in the Maryland Master Plan. Discusses the need to revise goals, recommends outreach into other rural areas, and school and public library cooperation.

"That's Service!" American Libraries 6 (June 1975): 363.

Washington County (Mississippi) Library system applies advanced library technology in bookmobiles to render service. The bookmobiles carry microfiche card catalogs and microfiche card readers to make titles easily accessible. Also solid-state radio/telephones are used for answering difficult reference questions and other information needed from the main library or other branches.

Thompson, Daphne. "Curious George in the Tomato Field: Regional Library Service to Migrant Children." Top of the News 30 (June 1974): 420-24.

Discusses the involvement of the Eastern Shore Area Library of Maryland in the migrant workers' children's summer school program with the use of a fully equipped Children's Caravan mediamobile. The Caravan proved to be an exciting and effective way to introduce the library to this group of children.

adala, Julia, ed. Hispano Library Services for Arizona, Colorado and New Mexico; A Workshop Held In Santa Fe, New Mexico, April 30, May 1-2, 1970. Boulder, Colorado: Western Interstate Commission for Higher Education, 1970.

Workshop for librarians and library administrators to help improve library services for Hispano community in sparsely populated states. Includes suggestions that patrons should serve on boards of trustees, serve as volunteers and library aides, and representatives on boards should help choose materials.

Vavrek, Bernard. "Information Services and the Rural Library." Library Trends 28 (Spring 1980): 563-78.

Report of a study of rural information services. The purpose of the study, conducted in rural public libraries in Pennsylvania, was to begin to highlight the environment in which reference service is provided in the rural public library and to suggest some of the problems which are endemic to information service in these libraries.

Vavrek, Bernard. "Rural Librarianship: A New Consciousness." Illinois Libraries 61 (October 1979): 720-23.

The state-of-the-art of rural librarianship and the Center for the Study of Rural Librarianship. The title suggests that rural librarianship is awakening to a new consciousness; four reasons are given, the most important being the fact that there is appreciation of an emerging rural librarianship which has as its service characteristics small population units, relatively modest financial support, a want of professional staff with which to provide service, all of which operate in an environment of geographical remoteness.

Wade, Jane. "A View of Small Public Libraries." Illinois Libraries 58 (December 1976): 795-96.

Discusses advantages and disadvantages of small rural library service. Reports lack of training and professionalism among rural librarians. Emphasizes the setting of goals and objectives. Points out the benefits of a small rural community.

Webb, Sara S. "The Rural Public Library: Not a Cul de Sac." Alabama Librarian 28 (May/June 1977): 12-13.

Author states that being small and serving a rural community does not change the basic service goals of a library. Indicates additional responsibilities of the rural library, such as providing personal service to both adults and youth, expanding the world beyond the community, anticipating the needs of a growing community, and preserving local history. The rural library can be an access point for new ideas and development not only within the community; it reaches beyond the city limits, and can point to where specialized information is stored if it is not available within the library's own collection.

Weech, Terry L. "Public Library Standards and Rural Library Service." Library Trends 28 (Spring 1980): 599-617.

Examines national and state public library standards to discover the extent to which rural library services have been considered and to identify aspects of the standards that might be especially applicable to rural libraries; it discusses possible direction of future standards for rural libraries.

"The Western Region Bookmobile: A Link in Developing the Services of Rural Libraries." Currents (Boston: Massachusetts Board of Library Commissioners) 1 (Fall 1979): 6-7.

Discusses the history of rural bookmobiles and their development in Western Massachusetts. The focus is on improvement techniques that were implemented after re-evaluation of services.

Williams, Martha. "Migrants: Library Project for Migrant Workers." New Jersey Libraries 7 (February 1974): 1-4.

A very brief article explaining the migrant library project started in rural New Jersey. Describes the physical set-up, types of materials circulated, both print and non-print, activities for children, and funding. Illustrated.

Young, Diana. Serving Children in Small Public Libraries. Small Libraries Publications, No. 6. Chicago: Library Administration and Management Association, American Library Association, 1981.

A practical approach to services and administration of a children's department.

Young, Virginia G. The Trustee of a Small Public Library. Small Libraries Publications, No. 1. Chicago: Library Administration and Management Association, American Library Association, 1978.

Excellent resource. In twelve pages, it covers qualifications, appointment, orientation, duties and responsibilities, staff relationships, policies, public relations, finance, and regional systems. The first in a series of revised guides originally published in 1962.

Zonligt, Martin J. Library Services to Farmworkers: The Need for a Survival Information Center, 1974. Chicago: American Library Association, Office for Library Service to the Disadvantaged, 1974.

On the information needs of the migratory farm worker. It recommends the establishment of Survival Information Centers (SIC) in all rural towns with large migratory worker communities to supply needed basic information on law, welfare requirements, housing, unemployment, social security, and assistance with English. How to set up such a center and how to make it available to the community. Includes background readings.

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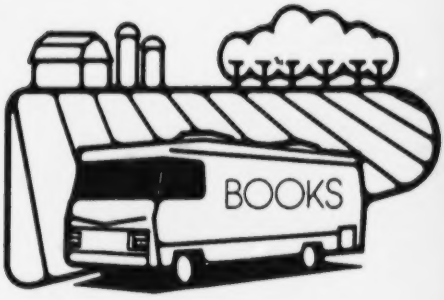


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# THE POLITICAL PROCESS IN RURAL AMERICA

Richard Speer, Director
Oil City, Pennsylvania Library

Mr. Speer discusses political participation in this country as it historically developed and as it exists today. This paper was presented to librarians during a Rural Libraries and the Humanities workshop on May 7, 1982. He offered up suggestions on how libraries can meet the needs of those involved in the political process.

Rural public libraries have been serving the needs of citizens involved in the political process at varying levels of quality for many years. This service has often been provided unconsciously as an adjunct to the library's general information and materials lending services.

This paper will explore political participation in rural America, identify the needs of citizens and groups who are participating, illustrate how libraries, both rural and non-rural, have been responding to those needs, and, finally, propose realistic service patterns to meet the participation needs of the 1980's.

Very little research exists to distinguish differences in political participation activities between rural and urban communities in America. By definition, differences exist in each environment. Rural living is characterized by geographic remoteness, more personalized interactions in daily living, and by deprivation in income, organized information sources, commercial facilities, health-care facilities, and educational opportunities.[1]

Politics locally are more personalized in rural areas, because life is more personalized. This personalization tends to hold communities and lives

together. Rural residents are traditionally conservative (yet recent evidence shows this area changing).[2] Continued interaction among the same groups of people provides a comfortable cohesion to daily life. Traditional social institutions in rural America are more highly valued than in urban areas.[3]

Despite some basic environmental differences, there are very few identifiable differences in the way people participate in political activities. The only one which was identified in a recent literature search by this author was a slight variation in voter turnout. A higher percentage of rural registered voters turn out to vote than their urban counterparts.[4]

There does not appear to be any great difference in their politics. A major factor behind this similarity may be that through mass communication and urban-rural migration we are becoming a homogeneous population.

David Knoke and Constance Henry, in an observation of the political structure of rural America, predicted that a key trend for the future will be a move toward greater homogenization with the urban political culture. They see rural areas continuing to be exposed through mass media and interpersonal contacts to the dominant political styles from urban areas. They also see a continued urban to rural migration. They predict that the end result will be a rural population which is as heterogeneous and politically diverse as the urban centers, with all meaningful distinctions disappearing.[5]

Whenever possible, the author will focus on the rural environment, but due to the aforementioned similarities between rural and urban participation, and because of the lack of research differentiating the two, this paper will not be strictly limited to the rural community. In the final sections, the author will focus on responses which rural libraries might make to serve needs surrounding the political process.

The demographics of political participation are very similar to those of library use. Income, education and occupational status all correlate positively with individual participation.[6,7] These are all groups which have been traditionally reached by libraries.

Political alienation has been prevalent across the United States for almost twenty years. Through the 1960's and 1970's there was a distinct drop of confidence in and respect for government.[8] This dissatisfaction is not limited to any particular group in our society. Young and old, educated and uneducated, blue-collar and white-collar, and rich and poor, almost everyone, to some degree, lacks confidence in government at all levels. Complaining about government is often safer than complaining about the weather.

One predominant response to this dissatisfaction has been withdrawal. Traditional measures of citizen participation are on the decline: voter turnout, political party affiliation, and public confidence.[9] Citizens are pulling out of the traditional political process.

A second, seemingly contradictory, response has been increased participation in citizen organizations and public interest groups. People are involved in a multitude of efforts to make government more accessible, accountable, and responsive.[10] This public interest, or citizen action movement, emerged in the 1960's following Congressional enactment of a large body of legislation to take care of unfinished business going back to the 1930's.[11]

President Johnson pushed through several new and significant pieces of legislation, flooding the administrative channels of the executive branch. The new laws promised services in such areas as housing, education, health, and jobs, but the government was not equipped for immediate delivery. Public

expectations were high, but the performance in administering these new laws was low. This resulted in widespread distrust and cynicism about American ideals and government. Organized constituencies began to form around issue politics, at a distance from the established political parties.[12]

During the same period when the citizen action movement was getting its start, our society was having to deal with other changes. Since before the turn of the century we have been living with the alienating conditions of modern governmental bureaucracy and the alienating consequences of mass-industrialized society. While these forces have been present in America, mediating institutions, such as the church, political parties, and fraternal organizations, have helped to reconcile individuals to them. These institutions assisted in sustaining pluralism, developing consesus, and providing social mobility.[13]

They provided a cohesion and a sense of belonging. People interacted through these groups, making decisions for their own lives and reaching consensuses on issues present in the wider political arena. They were a major vehicle through which people participated in the political process. They also were a source of personal and group identity, successfully counteracting modern society's alienating forces.

In the recent past, the influence of these mediating institutions has declined significantly, leading to an erosion in the traditional sources of consensus making. As a result, it is now difficult to build a political consensus during a period in which many critical choices must be made. Active citizen participation in groups is an alternative means to build consensus. At this, point it is an experimental alternative to compensate for the decline in traditional consensus making.[14]

## CATEGORIES OF PARTICIPATION

In an essay prepared as background information for the National Conference on Citizen Participation (held in September 1978), Stuart Langton identified four categories of citizen participation.[19] A quick look at these categories is essential for understanding the entire scope of political participation in America. It will also provide a helpful foundation upon which to discuss local library services to meet information needs in this area.

The four categories identified by Langton are: obligatory participation, electoral participation, citizen involvement, and citizen action.[20] Table A outlines the major characteristics of each category.

Obligatory participation refers to activities which are compulsory. There are ways in which everyone must participate. Paying taxes, signing up for the draft, and serving on jury duty are three classic examples.

Activities connected with the election process are defined as electoral participation. Some examples include voting and working for a political party or candidate.

Langton's third category, citizen involvement, refers to activities initiated and controlled by government. In most instances, citizen involvement is a group activity, such as advisory councils and long-range planning committees, but it can also include individual participation as in testifying at a public hearing. Each instance of citizen involvement also serves one of two purposes. It can provide a monitoring function, watching over the activities of government agencies. It can also serve as a vehicle for input, providing government with information and ideas to assist with and improve decision-making.

| | Citizen Action | Citizen Involvement | Electoral Participation | Obligatory Participation |
|---|---|---|---|---|
| Major distinguishing feature | Refers to activities initiated and controlled by citizens for some purpose | Refers to activities initiated and controlled by government for administrative purpose | Refers to activities to nominate and elect representatives or to vote on pertinent issues on a regularly scheduled basis established by law | Refers to activities in which participation is compulsory according to law |
| Major purpose | To influence decisions of government officials or voters | To improve decision making and services and develop consensus and support for decisions | To provide stability, continuity of leadership, and a workable consensus for government | To provide sufficient support for government to perform its legal functions |
| Examples of activities | Lobbying; public education; protest; public advocacy; civil disobedience; class-action suits | Advisory committees; public hearings; goals programs; surveys; hot lines; volunteer programs | Voting; running for office; working for a candidate; volunteering to help a political party | Paying taxes; doing military service; jury duty |
| Dominant concerns | Organizing effectively; obtaining appropriate information; developing support; raising funds; making maximum political and public impact | Involving more citizens informing citizens better; broadening the range of citizen representation; maintaining citizen interest; effective utilization of citizen involvement in decision making; obtaining necessary funds | Increasing voter turnout; raising funds for a party or candidate | Increasing public understanding of the obligations of citizenship; attracting and retaining capable jurors and military personnel |
| Typically interested | Neighborhood and community action groups; public-interest and consumer groups; community agencies; individual citizens | Legislative committees; administrative agencies; regulatory agenices | Elected officials; political parties; political candidates | Judges; court officers; military leaders; tax officals |



In: Langton, Stuart, ed. Citizen Participation in America. Lexington, Mass.: Lexington Books, 1978, p. 22.

The final category, citizen action, also is primarily a group participation method. It is characterized by activities which are initiated and controlled by citizens. Examples include lobbying, public education programs, and class-action suits.[21]

## RURAL RESPONSE

The 1970's saw a vast increase in the overall amount of political participation and there are no apparent trends in the future that would suggest any reversals. Although forecasting trends is often speculative, in the interest of planning library services for the rural community of the 1980's and beyond, a few general observations can be made.

In the next several years we are likely to see a further increase in participation in action groups in rural areas. We will witness a delayed rural response to the changes which have spurred the growth of these groups in the urban environment.

One theory presented earlier suggests that increased involvement in citizen action groups is an experimental attempt to regain some of the social benefits which in the past were provided through more traditional mediating institutions, e.g., the church, political parties, and fraternal organizations.[22] Many have observed that these traditional institutions have suffered less of a decline in rural than in urban areas.[23] This implies that one of the motivating forces behind participation in citizen action groups is not as prevalent in rural areas as in urban areas.

The relative strength of these mediating institutions has held due to the inherent conservatism of the rural resident and also due to the geographic

isolation of rural communities, but it is very likely that these institutions and their influence will continue to decline. The migration of urban and suburban residents with their values and political ideas, combined with the increased communication with urban areas, cannot help but to erode away at the strength of these traditional institutions.

Citizen action groups will increase in rural areas due to the migration of people and ideas. This will happen directly through the adoption of urban political action patterns to correct specific social ills and it will be spurred indirectly as people search for institutions to help develop the concensus and to provide the social mobility which was obtained in the past through other institutions.

Another trend which will increase the amount of local political activity was identified by Kirkpatrick Sale in his recent book, Human Scale. He is one of many observers who sees a trend towards increased local control over government financing, activities, and services. Sale predicts that as worldwide resources diminish, we will be forced to curtail the role of the federal government, compelling local communities to assume new burdens.[24] Each of our communities will have to rely on its own capacities and resources.

This increase in local reliance will result in a direct increase in local political activity to make decisions on handling these new challenges. The increased local activity will have concomitant needs for a wide variety of information.

Sale's predictions are not far off from the current situation in the United States. President Reagan, the Libertarian Party, and many citizens would like to disentangle the federal government from several areas of current involvement.

A final general trend which will further contribute to the growth of citizen participation is the rise in influence of the mass media. More information is available to the public today than ever before in our history. Any abuse of power, error, or poor performance by government agenices is quickly communicated to the public.[25]

This has stimulated citizen participation by making more people aware of more problems. Given the dominance of media in our society and the growing number of problems that government must address, it is unlikely that the impulse for involvement among citizens will abate.[26]

## THE PLANNING PROCESS

Citizen participation in the political process is a fact of life in rural and urban areas and the level of that participation is very likely to grow in the next decade. So just how does the rural public library make an effective response to citizen needs in this area? There is no one correct answer to this question. Appropriate effective responses will vary from community to community. Libraries must be willing to take an objective look at their community needs and plan their responses around those needs.

For many of us, the best response we could make in this area would be little or no response at all. Most rural public libraries are functioning with very limited resources. There may be several other higher-priority community needs which the library could addresss. The number of people in our communities who are actively involved in the political process is probably very small. Therefore, it is essential that a library go through a total systematic planning process before developing services in this or any other area.

Planning is a valuable activity for any organization. It offers a chance to step back and look at the entire picture, analyze existing needs and available resources, and plot the most effective course of action. Lack of planning is irresponsible for any agency dealing with public funds.

ALA's recent planning document, A Planning Process for Public Libraries, provides librarians with the tools to engage in effective planning. One of the beauties of this document is its adaptability and flexibility. It is a blueprint for designing and tailoring a planning process to fit individual local libraries and library systems. Total planning, whether done in a very limited or in a comprehensive fashion, is necessary before developing any new services.

While involved in overall planning there are a few factors concerning the political process which need to be considered in the light of individual local circumstances. Depending on the local situation, these factors may either enhance or detract from the case for designing services specifically for individuals and groups involved in this area.

The first of these factors is the total number of people who actively engage in the political process and also the characteristics of these individuals. There is a general agreement among sociologists that active participants in the political process are few in number and unrepresentative of the population overall.[27]

We are talking about a group that represents 5-7% of our population.[28] They are the social elite--higher income brackets, better educated, and working in jobs with a higher occupational status. They are also probably already library users.

In one study of community groups involved in the political process, it was found that among the most active members, 82% were library users. This compares with a Gallup Poll survey done in the same time period which identified 51% of the general population as library users. (In this same study it was found that although 82% were library users, they generally did not use the library as an information sources for their citizen group activities.)[29]

How do these factors affect the planning of services in this area? In planning, one must look at the people participating in their community. How many are participating? To what degree do they participate? What is the practice of local government; do they involve citizens in decision-making activities? How many citizen action groups exist locally; what are their sizes?

If participation is abnormally high, you should definitely develop services in this area, but even if the level of participation is typically low, there may be other factors present which will justify the application of library resources to this area.

"Even through politically involved individuals do not use the library for information concerning political activities, they are already library users." Is this true of your community? Who are the politically active people? Are they library users? If so, what library services do they use?

If this group is already using your library for political information there is no need to concentrate any further resources in this area. If they are not, they should be a group which are easily reached. Most likely, they are either already users of the library or are people with a background such

that they would not feel uncomfortable using the library. A limited effort on the library's part could reach a large number of potential users of information services.

A second factor to be considered is the social responsibility which the public library has to provide access to information to every individual in the community.

Only those at the lower end of the social hierarchy need to actively participate in order to generate power. Large corporate interests, for example, have ample power without any "participation." They can usually promote their self-interest successfully through the use of corporate resources and without the sacrifice of much personal time or energy. On the other hand, individual citizens often have to participate at considerable personal sacrifice.[30]

This also applies to access to information. Money and other resources can buy this access. Public libraries have a responsibility to actively create a more equitable access for all individuals and groups who are to participate.

A third factor to consider is the two-fold way in which citizen participation groups deal with information. They not only are consumers of information, but they also disseminate information to a wide spectrum of the community on a broad range of public policy issues.[31]

Despite the fact that most citizen groups are only interested in promoting their own viewpoint, they are all in the business of informing the public. Government-initiated citizen involvement groups have this same goal, a goal which is also shared by public libraries.

Although only 5-7% of the population is actively involved in political participation, there is another sub-group of approximately 60% that play spectator roles.[32] These spectators want to keep informed, making the citizen action and citizen involvement groups, because of their information-generating activities, valuable allies of the library.

The final two factors which should be considered when planning services in this area are political in nature. The first of these involves the attitude of local governments toward participation and the other concerns the development of long-term community support for the library program.

The growth of citizen participation to meet the two needs of a growing bureaucracy is characterized by a significant polarity in the meaning of participation. In one sense, participation is a control mechanism when citizens perform a monitoring function. On the other hand, it is an assistance function regarding agency decisions. Ironically, participation may represent either a threat to or a way of reducing threats to an agency. Many government officials are ambivalent about it.[33]

This factor should never determine what services are or are not provided, but it may alter the manner in which the services are delivered. If local governmental attitudes are decidedly anti-participation, promotion of any library services in this area might be kept rather low-key.

The final consideration when determining to what extent the library should provide support for activities of people engaged in the political process involves looking at the value of developing support relationships with all organizations in the community. Edward Howard, in the publication, Local Power and the Community Library, suggests that it should be the goal of every

public library administrator to develop positive sanctional relationships with all organizations in the community. He feels that this should be accomplished by making personal contacts with community organizations.[34] This is a very desirable goal and, because of the fact that they all are consumers of information, it should be easily obtainable with citizen action, citizen involvement and traditional political party groups.

## SERVICES AND PROGRAMS

After looking at political participation in America and considering systematic planning for total library services, let us now look at the various services and programs public libraries are currently providing to meet the needs in this area and also look at services and programs we might provide to meet the needs through the 1980's. For the purpose of looking at the various needs in this area, we will refer back to Langton's categories of citizen participation.

Obligatory participation is the one type of political involement that no one avoids--the participation which is compulsory by law.

The major support which libraries can provide in this area is to make available information to increase public understanding of these obligations of citizenship. Basic legal information is essential: information to aid citizens in understanding and interpreting the laws to facilitate informed compliance. Access to sources of in-depth information should be provided: interlibrary contacts with law libraries should be developed and nurtured, lists of the nearest law libraries which are open to the public should be kept, and access to associations providing specialized information should be made available.

Public programs are one way of disseminating information in this area. The most popular topic presented is on preparing the individual tax return. Firms which prepare taxes for a fee will usually provide a qualified speaker at no charge, just for the exposure which they receive.

The Internal Revenue Service (IRS) has been distributing a set of reproduceable federal tax forms to most public libraries over the last couple years. The availability of these forms should be promoted widely through the local media.

Depending on local needs, libraries may wish to become a sponsoring agency for the IRS's Volunteer Income Tax Assistance (VITA) program. The IRS will train volunteers to assist individuals with the completion of tax return forms.

Another need connected with obligatory participation is one of prospective jurors. They are often asked to sit for long hours awaiting jury selection. Escape from extreme boredom is a dire need of these people. Many would love to have access to a variety of magazines, paperbacks, and other materials, which could be provided by the library along with promotional flyers. This would be a perfect opportunity for a county library system to reach a wide geographic and socioeconomic cross-section of people.

Langton's second category of political participation is electoral participation. This refers to our entire process of electing respresentatives and leaders. Although the percentage of the voting age population which is actually voting has been declining since 1962, more people participate in this manner than in the final two categories.

The information needs of those involved in electoral participation fall into three categories: those of the political parties, those concerning voter registration and those connected with understanding specific issues and/or candidates. Political parties provide the substance around which our electoral system revolves, but because they are comprised of complex local groups, with a wide variety of information needs, we will look at their needs when we discuss citizen involvement and citizen action groups.

Voter registration information is basically legal information, not unlike that concerning obligatory participation. Thanks to the movement towards universal sufferage and the elimination of most barriers to registration, in many states it simply involves completing a form and mailing it in. These forms are often provided by the library.

Once registered to vote, people need to understand issues and candidates in order to make informed decisions. This need has been a focus of programming in many public libraries. Issues have been presented, analyzed and debated. Candidates have been exposed to voters in a variety of settings, ranging from a structured debate to an informal tea.

Decisions have to be made locally on whether election-type programming is worth the effort. It involves a great deal of staff time in planning, publicizing, and staging the event. A couple questions which may help one reach a decision include: What is the level of public interest in the issue/election? and What other alternatives do citizens have for obtaining the information?

Besides providing a forum for voters to become informed, an election program may have the added benefit of making new friends of the library. One

of those candidates will win the election and she is likely to remember the valuable program presented by the library.

The entire electoral process is kept viable by the political parties. They nominate the candidates, decide on the issues, raise money for the campaign, and conduct the election. Political parties, old and new, work within the established electoral framework, yet they are groups with characteristics and information needs very similar to the citizen action and citizen involvement groups which make up Langton's final two categories of participation. All of these groups have the final goal of influencing the actions of government. They all organize people and seek, process, and disseminate information.

The major differences between the three are found in the roots of their organizing. Political parties exist to sustain and work within the electoral process. Citizen involvement groups are initiated and controlled by government for specific administrative functions. As stated earlier, these functions fall into one of two categories: to provide increased citizen involvement to improve decision-making or to monitor the actions of an administrative agency. Citizen involvement groups of rural local government will almost always fall into the former, positive input category.

In contrast to citizen involvement groups, citizen action groups are initiated and controlled by the citizens themselves, usually to achieve some specific purpose. These groups use lobbying, public education, protest, public advocacy, etc., to achieve their ends.

All three types of groups deal with a wide variety of public policy issues, including: education, recreation, land use and zoning, the environment, energy use, development and redevelopment, transportation, employment,

the aging, housing, and the delivery of health and other public services. Citizen action groups usually exist to promote a specific aspect of these issues, while citizen involvement groups and political parties must concern themselves with the entire issue. (Although, in reality, citizen involvement groups and political parties are often dealing with or reacting to a specific aspect, while citizen action gropus must remain aware of the overall issue.)

All citizen groups share some basic organization information needs, completely divorced from the issue-related information with which they must deal. These needs include effective organizing, administrative management, internal communication, public relations, fund-raising, and research and information-gathering techniques.[35,36,37,38] These information needs are often not even recognized by the group or their leaders, who are primarily concerned with the issues.

All of these groups are organized for the purpose of processing information. The group members begin by seeking information, both locally and beyond. They then manipulate this information in various ways, depending on the group's organizational patterns and objectives. They finally disseminate this information to members of their own group, members of related groups, the general public, the media, and/or decision-makers. It is disseminated through a variety of channels, including personal and telephone contacts, meetings, letters, newsletters, flyers, and press releases.[39] The final goal is to influence the actions of government.

## LIBRARY SERVICE TO GROUPS

Groups connected with the political process represent only a fraction of all the organizations in a rural community. It is the variety and interaction

of all organizations which provides a community with one distinctive characteristic. This pattern of organizations is a major facet of any given community, yet the public library literature on service to organizations is extremely sparse.

Edward Howard's theory of organizational sanction was referred to earlier. He feels that community organizations give sanction, either approval or disapproval, to library programs. He suggests that a major goal for public library administrators should be to develop positive sanctional relationships with all organizations in the community. Although admitting that this goal can never be reached, he feels that it is possible through planned, purposeful action to decrease the number of organizations that are in opposition and to increase the number that are neutral or supportive.[40]

Howard states that organizations are a convenience for the public library, because they offer multiple receivers for each instance of library service.[41] Another person who typifies this attitude is Jerry Kidd. In an essay published in ALA's Information for the Community, he suggests that in order to provide better community information services, public libraries need to become more orientated towards serving organizations.[42] Roger Greer and Martha Hale, in their Community Analysis Institutes (held across the country in the late 1970's), advocated that it was the role of the public library to serve as a special library for community organizations.

There are many local instances of serving organizations, which have, unfortunately, never been shared in the professional literature. It is an area of service which should be provided in some degree by public libraries of all sizes, rural as well as urban.

Citizen action groups are easy to serve because of their nature--formation around a specific aspect of an issue. Group members and leaders are making an active statement of their interest just by becoming involved. The leaders, especially of a newly-formed group, have immediate information needs which should be capitalized on and filled quickly by the public library. They will find a source for their information needs, and, if left to their own instincts and practices, that source will probably not be the library.

Service to citizen involvement groups may not be as easy. Members usually have been asked to serve, therefore their information needs might not seem as pressing. Yet, they still need information to accomplish their task. The public library that can provide information to meet the actual needs of this group has the added benefit of increasing the value of the library in the eyes of the local government officials who are working with the citizen group.

Information services to agencies of local government, although not directly connected with the theme of this topic, can be extremely valuable, especially for rural county system service to local municipal officials and staff. Not only can practical and needed information be delivered, but how could the library better communicate its value as an information provider than by proving it through action. Communicating this value to the people who control the purse strings can be extremely beneficial.

A search of the literature does not identify any formal rural public library services aimed at serving the needs of groups involved in the political process. Formal services are in existence at the Dallas Public Library, the Seattle Public Library, and the Tulsa City-County Library System. Each of these programs have individual differences, but they share

many similarities. All three serve both citizen involvement and citizen action groups, providing needed information on issues of public policy. In Seattle and Tulsa the services were developed through the cooperation of other community organizations and the provision of service relies on the continued assistance of these organizations. A volunteer or graduate student is assigned to the citizen group in a consulting relationship. The service at Tulsa also involves the presentation of organizational skills workshops for citizen groups.[43]

The limited literature on service to citizen groups does agree on steps which public libraries should take to initiate this service. The first of these steps involves having available current information on citizen groups. This information can be obtained by reading newspapers, attending group meetings, reading citizen group publications (newsletters, flyers, brochures, and reports), and by maintaining community information files.[44] However, the maintenance of complete information files on community organizations may involve cost or staff time demands which outweigh the benefits. Other local needs may prohibit the keeping of comprehensive, current files.[45]

Step number two is promotion. In developing this service, continual, indirect communication must be maintained with citizen groups. This involves the whole spectrum of public relations similar to that which would be used for promoting other services. Brochures, feature stories in local newspapes, direct mailings, and public service announcements are all valuable.[46,47]

The next step concerns direct contact with citizen groups. This should involve attending open meetings and conducting in-depth interviews with group leaders.[48,49]

This direct contact is very time-consuming and probably will have to be limited to a couple demonstration projects at first.[50] Only one liaison person should be developed in each group, eliminating unnecessary duplication of effort. The interview with the liaison should be conducted in-depth to identify specific goals, objectives, activities, and information needs of the group.

Attending group meetings can also be valuable. Not only can one learn about the group, but library support can be offered for the group's efforts. It will enable group members to expand their concept of the library and think of the library's services in terms of their political group activities.

The final step, obviously, is to deliver to the liaison, practical information and materials to meet his identified needs. No expense should be spared in locating and obtaining valuable information as quickly as possible. The liaison will satisfy his information need in some manner and if the library cannot meet his time demands, he will go elsewhere.

Just how should the average rural public library attempt to serve the needs of individuals and groups in the political process? Obviously, there is no simple answer to this question, but there are several conclusions which can be drawn and effective service responses which can be identified.

As stated earlier, planning for total library service is essential. Each library should know exactly in what direction they are going to serve their overall community before they consider providing any new services.

Assuming that your library's plan includes providing reference and information services, establish an image as an information center. Use the media, distribute flyers, talk up your information service, and, most important, provide every person who walks in or telephones with the information they need or a referral to another source which can provide it.

All elements of participation have very definate information needs. Firmly establishing the image of the public library as a quality information source is the single most effective step one can take toward meeting the information needs connected with the political process.

It has been pointed out that most areas of participation involve public policy issues. To participate, citizens need information in this field. All public library collections should provide basic public policy information in all areas, but especially reflecting local concerns. Librarians must read local newspapers, identify emerging issues, and acquire information and materials on those issues before the requests come over the desk.

The need of general organizational information by citizen groups has been discussed. Library collections should include practical information in this area, covering effective organizing, public relations, fund-raising, and other related topics. The success of a citizen action group may depend more on their organizational skills than on the issues.

When developing a total plan for the library, serious consideration should be given to serving the needs of the community through direct service to groups and organizations. Contacts should be made with community organizations on a regular basis. The purpose of these contacts would be to learn about the goals and activities of the organization, to inform the organization of the goals and services of the library, and to identify needs of the organization which can be met by the library. Citizen participation groups should be included in the contacts.

Finally, remain sensitive to local needs. If there is widespread misunderstanding concerning some future tax law, plan a program to provide the

needed information. If a major issue arises around a local election campaign, design a display with materials to enable citizens to make an informed decision. And if a parents group forms to fight a proposed school closing, contact the leader and provide her with information to support their effort.

As long as rural libraries in America are suffering under the strain of inadequate funding, serving the needs of the political process will never be a primary goal. Other, more immediate library and information needs will be given higher priorities. As rural libraries continue to improve their services in all areas, many will find that through limited effort they can meet most of the information needs of individuals and groups participating in the political process.

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# ORGANIZING TECHNICAL SERVICES - A GUIDE

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Just taking care of the routine tasks of physically managing a library collection seems to consume a large portion of any librarian's time. For the librarian who runs a one-person show, or who has only a very few staff members and volunteers to help, acquisition, processing, and keeping track of materials can occupy nearly all ones time. For those in this situation, the organization of a practical routine is essential. And practical is the key word.

If your technical services department consists of a table in the corner of the library with a typewriter and a recipe file box of order cards, or an actual workroom with a paid staff member to do typing, filing and book covering, a practical routine still must be established so that as little time as possible is wasted on the mechanics of processing. This, of course, means that more valuable staff time will be available for direct patron service.

## WHAT ARE TECHNICAL SERVICES?

These are the general steps in technical management of the collection: acquisition, including selection and ordering; processing, including cataloging, classification, and filing of cards as well as physical preparation of the book; circulation, including keeping records of circulation and overdues; and periodic inventory and weeding of the collection. How involved each of

these steps becomes in the library depends on the size of the staff and collection.

If your library belongs to a cooperative system, some of these tasks may be done on a system-wide basis which will reduce the amount of time spent on them. If processing of new books is done in one location for the system, more space within your library will also be freed for public service. However, for the purposes of this paper the assumption is that you are on your own for the entire sequence. Following are suggested routines that will enable the staff in a rural or small library to organize both its time and its collection most efficiently.

ACQUISITION

The first step in acquisition of materials in selection. Selection policies and tools will not be discussed here, since that is a topic in itself. The following steps suggest any easy routine for the acquisition of materials:

1. Selection. Once you have selected a book, for instance, on the basis of reviews or recommendations, prepare a 3 x 5 file card with all pertinent bibliographic information--author, title, publisher, date or projected date of publication, and price. It is also helpful to note the source of the review or recommendation in case it is needed for future reference. Place these cards in a "Consideration" file in alphabetical order so that you can refer to them quickly when necessary.

2. Ordering. When it is time to send an order to the jobber, go through the consideration file and select the books you wish to order. This, of course, will depend on your budget, publication dates of books, and personal judgement or priorities for the collection. Once the order to the jobber is typed, place the cards, which have been marked with the date of the order, in another file of items on order. Thus, patron questions about certain titles can be answered by noting if the card is still in the consideration step or has actually been ordered, and if so, when. An order file should also contain cards for all books ordered through book clubs.

3. Receiving. When the book is received from the jobber, the card for that book is pulled from the file. The invoice should also be compared with the original order to determine if all books ordered have been received. Since publication dates do change, sometimes a book will not be available at the original time indicated, so books from more than one order may arrive at the same time, depending on the frequency of your orders.

PROCESSING

Processing is the step that moves a newly arrived book to the shelves for public use. One thing to consider if there are several staff members, or a number of volunteers, is the division of labor in processing. Since much of this step involves routine work, the tasks could be performed by someone with a minimum of training or one who does not relate well to the patrons. Vol-

unteers, who are not familiar with the collection, can just as easily be employed in stamping the library name in books or in covering them, or in typing additional catalog cards from one prepared by the cataloger as they can in meeting the public and trying to answer questions with insufficient background in reference service. These are the basic steps in processing:

1. Accessioning. Most libraries no longer keep accession records. However, if you choose to accession materials, this is the first step in processing. The accession number is assigned and noted in the books and the author, title, price, date received and source (purchase or gift, for instance) are recorded in the accession record.

2. Classifying. The collection is probably divided into three to half a dozen sections, such as fiction, nonfiction (which is subdivided into categories by subject), reference, children's or juvenile, with some libraries adding additional sections for young adults, mysteries, westerns, or large print materials. Paperbacks are frequently stored on revolving paperback racks like those found in bookstores. The first decision will be to determine in which section of the library to place the book. Most libraries use some kind of symbol to indicate the various sections of the collection, such as "F" for fiction, "j" for juvenile followed by other appropriate symbols (jF), "B" for biographies, "R" or "Ref" for reference, and generally the numbers of the Dewey Decimal Classification system for nonfiction.

After deciding to classify a book as nonfiction, the correct Dewey number must be assigned. Most books published in the past few years contain what is known as CIP or Cataloging in Publication (CIP) information on the reverse of the title page. This is cataloging information that has been assigned by the Library of Congress and is a great aid in classifying books for the librarian with little or no formal training. If there is no CIP information, some selection tools such as "Booklist" or "Library Journal," provide help with classification. Another useful aid is Sears List of Subject Headings;" in addition to supplying uniform subject headings for your catalog cards, the latest edition also includes corresponding Dewey numbers. But, there are a certain number of books that must be classified by the individual librarian. No matter how the eventual classification number is arrived at, check to be sure that in the collection the book will be shelved with others on the same subject. Classification need not be a rigid matter; the thing to keep in mind is that the purpose of any classification scheme is to enable the patron to find the book that he or she wants.

3. Cataloging. The next step is preparing the catalog cards. While printed catalog cards are available from many sources, most small libraries still find them too expensive to purchase for all their books. Therefore, catalog cards must be typed for each book. Handwritten cards should be avoided at all

times. The number of cards per book will depend on the number of subject headings assigned to a nonfiction book, whether or not the book has an individual author, if the book belongs to a series, etc. (If the cataloger has had no experience at all in preparing catalog cards, it might be wise to contact a state library agency or library consultant for more detailed help.) Most books will require an author card, a title card, the appropriate number of subject cards, and a shelf list card. The author card, or if there is no designated author, the title card, is called the main entry card. This provides the pattern for all the rest of the cards for a given book. If a volunteer or other staff member does most of the typing, the cataloger need only type the main entry card, and the typist can then prepare the reminder of the cards from this sample.

The format of the catalog cards should be standardized within the library. The librarian should establish a format based on International Standard Bibliographic Description (ISBD) and Anglo-American Cataloging Rules (AACR). Again, your library consultant or state library can help with this. A set of sample cards will be included in the appendix; a standardized format used by all libraries is a help to patrons, but it can be modified slightly for your own purposes.

4. Physical Processing. Physical processing of the book is the next step. The name of the library can be stamped on each item or a book plate placed in the front. The spine of the book

should be labeled with the classification number or letter (for example, F for fiction, j for juvenile, Ref. for reference) and whatever symbols used to indicate the author. If your library uses the Dewey Decimal System, letter symbols for various sections of the collection, and the first three letters of the author's last name, spine labels might look like this:

| Reference Book | Nonfiction | Adult Fiction | Juvenile Fiction |
|---|---|---|---|
| REF | 616.1 | F | jF |
| 978.4 | Ful | Dol | Vav |
| Sib | | | |

The purpose of spine labels is to enable the parton to locate a book on the shelf more easily, since it is often difficult to read the title and author printed on the spine by the publisher. Finally, the card pocket is glued in; a cellophane wrap is used to cover the dust jacket and this in turn protects the book.

5. Filing. Once the catalog cards have been typed and the book prepared for circulation, the cards must be placed in the catalog for public use. There are generally two catalogs in the library, the main one for patron use and the shelf list for library use. In the public catalog, the cards are filed alphabethically, and in the shelf list they are filed as the books appear on the shelves. This means that in the shelf list every section of the collection will be filed separately, and that nonfiction will be filed in numerical order rather than alphabetically by main entry.



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The card catalog is one of the most important tools in the library, for it leads the patron to the books he or she wants by title, author, or subject. There are two types of card catalog, the combined dictionary catalog and the divided catalog. In the combined catalog, all cards are filed in one alphabetical arrangement. In the divided catalog, one set of cards, usually the subject cards, are filed separately, with the author and title cards being interfiled in the second catalog. Perhaps all three types will be filed separately. There are logical reasons for the use of both of these types of catalogs; the type you decide to use should be based on your knowledge of your patron needs.

Whatever type of catalog you decide to use, filing must be consistent throughout. ALA Filing Rules provide guidelines for alphabetic filing of catalog cards. While filing can be done by volunteers, it is important that they receive some training in ALA filing techniques so that cards are not "lost" in the catalog. A common practice when volunteers or untrained staff members are filing is to have them file above the rod in the drawer and then to have a trained person check the placement before the rod is inserted through the hole in the bottom of the card. Another thing to bear in mind when deciding who is to file cards in the catalog is that this person will be in an areas where patrons will ask for assistance. If the volunteer is not familiar with the library, or is not comfortable working with patrons, it is better for him to be assigned to another task, even if it means that the librarian will have to do the filing. Public relations should not be jeopardized even if the volunteer is a whiz at filing.

CIRCULATION

The main purpose of a circulation system is to know where a book is if not on the shelf, when it will be available again if checked out, and who has it if it is overdue. This is the very heart of the "keeping track" part of technical services. Circulation statistics are an important part of recording an increase in use of the library, so accurate records are essential. Most states require circulation statistics as part of the mandatory annual report from public libraries, so setting up a practical routine for collecting and maintaining circulation statistics is very important.

1. Daily circulation. The number of library materials loaned out should be counted each day the library is open. Circulation figures for whatever categories one decides to record, or that are required by the system or state where your library is located should be tabulated. For instance, you might want to count fiction, nonfiction, children's materials, and nonbook materials such as records and magazines. These categores should be added together for the total daily count, then cumulated for longer periods, weeks or months, for instance. Forms are available from most library supply houses for the recording of circulation statistics.

2. Overdues. Overdue books are a fact of life in any library, and distressing as the situation is, a certain amount of time, effort and money must be expended in trying to retrieve materials from patrons who have lost or forgotten them. The library board and the librarian should decide on a policy and



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procedure for notifying patrons with overdue books. Once the procedure is established, it should be carefully adhered to and a regular time set aside each week to attend to the problem.

After a specified length of time, whether or not the patron has been induced to pay for replacing a book that has disappeared, the librarian should decide if that item is important enough to be replaced. If the book is in high demand or is essential to the balance of the collection, it should be replaced. If replacement is not deemed necessary, or if the book is out of print and unavailable otherwise, the catalog cards should be removed from the catalog so that patrons will not think it is still available. A file of overdue books should not be maintained indefinitely. It is better to reenter a book in the catalog and records if it should surface after an absence of several years than to hang on to the cards in the often vain hope that it will eventually be returned. It is a fact that the longer a book has been overdue, the more difficult it becomes to retrieve it; meanwhile the catalog and other records do not accurately reflect the collection. If you have 200 books in an overdue file reaching back over the past five years, and your collection supposedly numbers 20,000 items, your records are inaccurate by 200 books.

MENDING AND CLEANING

Every book that is used eventually begins to show signs of wear with torn pages, broken spines, or dirty covers. There are two ideal times to check books for needed repairs--when a circulating book is returned and during inventory. As each book is returned and the card replaced in the pocket, the person working at the circulation desk should examine the book for damage and set aside those that need attention. The same can be done during inventory; when each book is checked on the shelf, those needing repairs should be pulled and taken to the work area. Damaged or dirty books should not be allowed to accumulate over long periods of time but should be returned to circulation as soon as possible.

The first step is to separate the books by nature of damage. Those which are falling apart should be set aside for rebinding; binding, of course, depends on the budget and these books will perforce be out of circulation a longer time. The actual process of repairing the others depends on the type of products used; library supply houses offer a tremendous variety of materials for book mending at an equally wide variety of costs. Many mending tapes are expensive, and it is a temptation to use the cheapest product available, but this is not always economical in the long run. A cheap tape that dries out and discolors the pages or leaves a sticky residue is not a saving of money if it causes further damage to the book and has to be replaced from time to time. If the book is in high demand and will be of permanent value to your collection, the best mending materials available should be used.

There are also products available for cleaning books, both pages and covers; manufacturer's directions should be followed carefully with these.



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KEEPING IN TOUCH WITH REALITY

Inventory and weeding are often dreaded library tasks that are nonetheless essential in collection management. The prospect of taking inventory in a library that cannot be shut down for the duration of the count does present some problems, but they are not insurmountable. Inventories and weeding are important steps in maintaining an up-to-date collection and records.

1. Inventory. First, select a time when library use tends to be slow, perhaps during summer vacation or around Christmas. This depends on the individual library. Schedule no programs or public projects for the time of the inventory so that staff members will have no more than basic routines to distract them. If possible, corral volunteers to take over desk duty during the inventory period. In an inventory has never been done, staff preparation is essential so that everyone involved knows exactly what the purpose of the inventory is and how it will be done.

   Here is a suggested procedure: have staff members work in pairs, or if the staff numbers two, draft two of the best volunteers, one to work with each staff member. Take one section--fiction, nonfiction, reference, juvenile, etc.-- at a time, after the shelves are put in order , have one person read the title of the book in the order they appear on the shelf. The other person will check each card in the shelf list,

marking each with a prearranged notation, such as the year, or a checkmark in a different color for each inventory, if the book is on the shelf. If the book is not on the shelf, either turn the card on its side or flag it with a paper clip or plastic flag to indicate that it is missing. If the book is located later out of place on the shelf, the card is returned to its normal position or the flag removed and the proper notation made.

When each section is finished, or at the end of each day in the inventory period, before any returned books are shelved, check for missing items among those waiting to be shelved. No books should be shelved during the inventory period until they have been checked against the shelf lists already inventoried. When all the shelves in each section have been covered, items still not accounted for should be searched for among the circulation and overdue files.

Once this has been done, there will probably be a certain number of books that cannot be located anywhere on the shelves or among the records. Mark shelf list cards for these items to indicate that they were mising at the time of inventory. If a book is missing two inventories in a row, consider that it is gone for good and evaluate it for replacement. Book cards for those items circulating at the time of the inventory should also be flagged in some way to indicate that when returned they must be checked off in the shelf list.

When the inventory is completed, count the number of books determined as missing and subtract them from the running total of the collection.

2. Weeding. It is a fact of library life that periodically outdated and unused books must be removed from the collection to make room for more current materials, or to maintain accurate information. A good time to weed is following the inventory since at that point one knows what is missing in the collection and what is still available. If no one has used a book for several year, as indicated by a layer of dust, quite possibly the library can do without it, even if it was highly recommended. In a field such as science where new developments are constantly being written about, it is important that material with disproved theories be removed from the shelves. Books dealing with legal questions should also be evaluated carefully so that patrons can rely on the information as being representative of current thinking and legal interpretation. While historical events do not change, perspective on them does. Social attitudes are also reflective of this kind of change.

3. Counting the Collection. Records should be kept of the number of books in the collection. If accurate records have been kept in the library since its founding, the librarian should know how many books have been added to and subtracted from the collection each year, giving some idea of the total number on the

shelves. If such a count has never been kept, begin by estimating the number of items after the inventory. Actually counting the number of shelf list cards is one method, but this is time consuming and very boring. A better method is to measure the card file. A good rule of thumb is that one inch of closely compressed catalog cards equals one hundred books. You should also be aware, when using this method, of any multi-volume sets of books for which there is only one shelf list card. For a total number of volumes, estimate the additional number represented by these individual cards. This gives you a fairly good estimate of the actual number of books in the collection. As new books are prepared for circulation, add these to the basic total. Likewise, subtract those that are lost or discarded. An up-to-date running total will be available for state reports as well as for local funding bodies that want to know what tangible results they are getting for their financial support. For the library's own information, records can be kept of the number of books added in the various categories present in the collection, such as adult fiction, nonfiction, reference, children's books, etc.

DISCARDING BOOKS

What does one do with discarded books? This is a problem for many librarians. Some government agencies have laws concerning the disposal of items bought with public money, and in some communities, library books fall

into this category. Regardless of the laws, there are books for which the library has no use. Many libraries who have a free hand in book disposal have a shelf of books for sale either as an ongoing project or a periodic attraction. Many library patrons thoroughly enjoy the opportunity to purchase books in this way, and have the pleasure of occasionally finding a real treasure. Sometimes there are hospitals, nursing homes, day care centers, or other public institutions which do not have libraries but do like to have a few books available for visitors and clients; they will often happily take books that no one wants to purchase. Inevitably there are some left that absolutely no one wants, they must be disposed of. It is best to do this on a dark moonless night, since some civic-minded patron is bound to find a 1930 physics textbook in the trash and spread the rumor that the library is throwing away perfectly good books, and is that any way to treat the public property? Ask the local sanitation department to pick up the books right away, or haul them to the sanitary landfill yourself. The best idea is to have a written policy adopted by the board of trustees that deals not only with books removed from the library shelves but also with books that are donated to the library with the best of intentions. Such gifts are often unsuitable for library purposes; donors should be informed that the librarian reserves the right to evaluate every donation for suitability and to dispose of any or all donations as she sees fit. If such a policy is a matter of record, patrons who make donations will then know what procedure is followed.

# THE RURAL FAMILY AND ITS IMPLICATIONS FOR LIBRARIANS

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The dynamics of family, particularly rural and neo-rural families, are discussed by Dr. Girvan. As a sociologist, a rural resident and the father of seven children, Girvan authoritatively spoke to librarians on this topic during a Rural Libraries and the Humanities workshop on April 2, 1982.

This article will examine the family structure in rural America as part of a society that is experiencing rapid social change. Definitions of the term rural and of that basis social institution, the family, provide the foundation. On this basic contemporary rural family tendencies and general American family trends are discussed; implications for service and leadership will also be made. The data and perspectives on the rural American family are presented in order to enhance the library staffs' understanding of and effective relations with this aspect of non-urban society.

What rural means in an increasingly urban society (73 percent of the population lives in metropolitan areas) has become more difficult to define over the last several decades. The census distinguished two rurals. Rural-farm is defined as ownership of ten or more acres of land, or less than ten acres but the owner makes more than $250.00 from that land. Less than five percent of the populations consists of rural-farm families according to the 1980 census.

Our rural non-farm population is said to live in villages and hamlets below 2,500 persons and in the open country, like Paint Township in Clarion

County. In 1980 rural so defined finds approximately sixty million people nationwide and about three million in Pennsylvania in this category.

## NEO-RURAL FAMILIES

Demographers have begun to notice outmigration from cities to suburbs, smaller towns, villages and hamlets since 1970. For example, Pittsburgh lost nearly 100,000 persons while surrounding Allegheny County gained about 200,000 persons. Nonmetropolitan Clarion County grew by approximately 5,000 people and Clarion Township grew from 2,257 in 1970 to 3,321 in 1980. (Census, 1980) However, no family in Clarion Township now considers themselves to be urban dwellers.

Residents of smaller towns over 2,500 residents, like Brookville and Clarion Borough, consider themselves neither rural nor urban. Perhaps a range of rurality, from most rural to families residing in areas up to Standard Metropolitan Statistical Area of fifty thousand person, would better serve this analysis. Nonmetropolitan is one descriptor encompassing nearly half the U.S. population that fit into the range of rurality. For purposes this significant number of people can be defined as neo-rural because of the mixture of roots and confusion of geographical identity implied by such a term. Libraries must related to this neo-ruralness or neo-localness as a renewed challenge.

According to recent research assessing the quality of rural life, "...a strong case could be made that being rural means being inherently deprived." (Dillmand and Tremladay, 1977) The authors point to objective indicators such as less formal education by about a year, nearly ten percent more rural res-

idents below poverty level, and only three-fourths of earning power despite cost of living differential compared to metropolitan dwellers. The lack of social justice endemic in rural areas and lack of support for cultural arts were also noted in support of the contention. These data can be confirmed locally in 1982.

However, such a negative evaluation may be countered by subjective indicators. Campbell (1976) found that "...people's sense of well-being increases consistently as one moves from larger cities to rural places even when controlled for income (more affluent people tend to be happier regardless of place of residence)." This positive perception of neo-rural life seems to come from a focus on social ills of urban life. Crime, noise, pollution and racial tensions are significantly less in Knox, PA than in Pittsburgh, PA even though citizens may complain about the paucity of holdings in the Knox Public Library.

In this geographic area of deprivations and advantages exists the social arrangement ninety-six percent of all Americans use--the family. This group of people, related to one another by marriage, ancestry, or adoption, functions as an economic unit that always consumes goods and services. Familites produce things at a subsistence or affluent level increasingly less often than in the past. Hoever, rural USA families have remained a social system that is monogamous, endogamous, nuclear, neolocal, and bilateral.

An important factor for the present analysis is that families are dynamic. Families undergo life cycles. There are differences in the consumption patterns of families during various stages of their life cycles. An individual experiences his/her first social system in a family of orientation.

When that person marries and/or has children he or she has begun a family of procreation. Each person generally experiences several stages both as a child and as a parent: (1) marriage; (2) time from birth of first child to birth of last child; (3) time from leaving home of first child to departure of last child; (4) death of spouse; (5) death of remaining spouse. It seems crucial for library staffs to know what percentage of their patrons are in which stage of the family cycle.

Neo-rural families vary in basis of residence, race, and social class. For example, these families include over six million non-white persons whose unit income is one half that of similar white families while having one third more members. Commercial farm families form the smallest neo-rural group. Subsistance farm families where a spouse works to supplement the income and village or town professsional families constitute the next largest nonurban family categories. Commuter families where residence and work are widely separated has become the predominant type. (Copp, 1963)

In general rural families have been characterized by tendencies rather than distinct qualities when compared with their urban counterparts. Four areas of family living have been identified as non-metropolitan predispositions. First, neo-rural families are more patriarchical, husband-wife structured with status and role relatively fixed by age and sex. Therefore, the norms inculcated by the family are ends in and of themselves; the old ways are the right ways more than in urban families. (Glen & Hill, 1977) Second, a higher birth rate has left rural families somewhat larger than urban families. One-third of the USA's youth reside outside urban areas with approximately one-fourth of the nation's families. Yet there is a lower

number of young adults causing fewer families in the earlier stages of the family cycle. (Loomis and Beegle, 1975) Third, median income has declined nearly ten percent more than the urban median income. (Townsend, 1981) Because of somewhat larger family size, the smaller income must stretch even farther. Fourth, work and rural family residence are more likely than urban families to be the same place or very close; the home is not so much of a haven from the heartless world.

## URBAN/RURAL SIMILARITIES

Neither rural nor urban families can be studied in a cultural vacuum. Despite the above neo-rural tendencies, all contemporary families have been subjected to pressures caused by the change from an industrial to a post-industrial, service-oriented and technology-based society. Surrendering to other institutions the functions once very much within family responsibilities has accelerated in the past decades.

## ALTERNATIVES AND TRENDS

Children no longer are part of a producing family unit so they have become economic liabilities costing parents well over $60,000 per youngster to raise. Family members increasingly value their emotional ties; home is not just a house. Partly because almost 50 percent of all adult women work outside the home now, contemporary families are more egalitarian. Young working adults are increasingly postponing marriage; newlyweds are 1.5 years older than in 1960. Couples who remain married can expect to spend an average of fourteen years longer in a childless home than their great grandparents. (Robertson, 1981).

The family has not been destroyed by increasing divorce rates because serial monogamy reconstitutes families, blending children of the new marriage partners. Serial monogamy is the most common alternative to the traditional nuclear family.

Remaining single is another alternative to beginning one's family of procreation; there has been a forty percent increase in the number of people living alone since 1970. At present one in five households consists of one person, which is a far cry from the extended family of the past and the nuclear family more recently. There has also been an increase in one-parent families, particularly those headed by women. Nearly half of all children born now will spend a significant portion of time in a single-parent family before turning eighteen.

The final trend is the cohabitation alternative to the traditional family. Over two million adults, three-fourths under 45 years of age, presently share a home in the USA. (Robertson, 1981).

Implications of the above tendencies and trends for library service can be summarized by stating that neo-rural families vary greatly among themselves and, therefore, each one does not respond equally due to varying needs. Service needs are related to the interactive combination of neo-rural tendencies, general trends, and stages of the family cycle. Formal and informal needs assessment strategies must be employed to explore the complexity of family structures in rural America. Results must then be creatively matched to library resources in order to effectively relate with the basic institution in non-urban society.

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# FOLKLORE AND ORAL HISTORY: AN HISTORIAN'S PERSPECTIVE

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Mr. Siar addressed librarians on the topics of folklore and oral history during a Rural Librarians and the Humanities Workshop on April 2, 1982. He discusses the Shenango Project in Ethnic Studies and defines and explains what folklore is from the historians view point.

Recently a college dean asked what I considered to be the most important achievement after thirty-five years of teaching in the public schools and state colleges of Pennsylvania. My conclusion was that perhaps the most obvious contributions were associated with projects which demanded extensive reflective thought on the part of the students as well as the instructor.

Two projects which demanded reflective or critical thought included an oral history venture called the Shenango Project in Ethnic Studies, which was developed at Edinboro State College, Shenango Valley Campus in Farrell, Pennsylvania, (1975-1976); and a course in American folklore which was part of the curricula at Edinboro's main campus, (1976-1982).

The method of studying history which was used in these programs is not unlike that of science. It introduces a problem the solution of which demands that the students experience the higher adventure of conceptual learning through active participation. Thus, this exercise relies on the belief that the imagination can and should be cultivated through the interpretation of men and events which are associated with a specific problem in history.

The Shenango Project in Ethnic Studies is best described by Caroline Daverio, one of the advisors of the publication Shenango:

> Shenango, a college publication, represents the dream of one creative history professor come true. About a year and a half ago Jim Siar read the book Foxfire and became so impressed and enthralled with it that he asked several of his fellow faculty members to read it. We did.

Our school, the Shenango Valley Campus of Edinboro State College, is located in the industrial steel area of Pennsylvania and populated by citizens from various ethnic backgrounds. Siar saw in this situation opportunity rich in "Foxfire" project possibilities. Faculty members Eugen Antley, Assistant Professor of Sociology & Anthropology, Edward Lindway, Assistant Frofessor in Science, and Caroline Daverio and Carmen J. Leone, Associate Professors in English soon became enthusiastic supporters of Jim Siar's ideas about the Foxfire concept for the school. Thus was born the project for ethnic studies at Edinboro - Shenango Valley Campus.

The Shenango Project in Ethnic Studies is carried out by means of oral history, one of the approaches to the preservation of the past. Oral history does not in any way supplant the traditional, documented recording of history. Rather, it is an enriching addition to the traditional method and can, conceivably, provide primary source material for documentation.

The students participating in the oral history project interview people with interesting ethnic backgrounds, and record, photograph and transcribe the interviews. They cull from the transcriptions one or more illustrated stories of individuals, rich in the culture of many lands and nationalities.

The Shenango Project has become much more than a college course to take or to teach, much more than searching for stories for the magazines, in fact, much more than the publication of the magazine, important as that is; it has become the means of a new awareness, a new appreciation of the contributions of all peoples to the culture of our American community - contributions of foods, customs, the arts in every conceivable form, ideas and philosophies.

Working in the the Shenango Project has revealed a new and exciting view of American cultures. The United States of America we have decided is not really a "melting pot" but a "bouquet of flowers." It is understandable that immigrants have not simply discarded the old for the new or forgotten the familiar for the unknown or the novel. Rather the immigrant has striven to save and protect the old and familiar, and at the same time, has added the new. Alex Kasich, interviewed by Kerry Generalovich, said it well in these words: 'American should be a bouquet of different flowers. Each group should contribute everything best they have to this country instead of unifying to one to erase everything.'

Those of us who were born in the United States to immigrant parents know that they came to America in search of a better, richer life for themselves and their families. We also know that though our parents still honor the culture of their fathers, they have readily espoused and cherished just as intensely the American ideals of 'life, liberty, and the pursuit of happiness.'

Beyond all this, the Shenango Project has not only brought new knowledge and increased appreciation of ethnic contributions to our American society, but it has provided an increased vision toward better understanding between

the generations and among the nationalities and races. And what is most significant of all, it has given us a greater respect for all human beings.

It is difficult to overemphasize the importance of the school and community libraries which were associated with the two projects. During the oral history project students soon realized that interviewing is not possible without researching aspects of the various cultures in which they were interested. In addition it was soon apparent that certain basic techniques for oral interviewing had to be adopted for the Shenango Project. Participants used five essential considerations for the oral interview as outlined by Professor Martha Ross of the University of Maryland.

1. RESEARCH - Thorough preparation not only enables the interviewer to know what questions to ask but also is essential in establishing rapport with the interviewee, by demonstrating the interviewer is seriously interested in the topic. Research pays off during the interview, when the interviewer's knowledge of names, dates, and places may jog the interviewee's memory. Knowledge of existing information also permits the interviewer to avoid the time and expense of duplicating such information in the interview.

2. RAPPORT - Good rapport is established with the interviewee by approaching him properly, informing him of the purpose and procedures of the project, and advising him of his role in the undertaking and his rights in regard to it. A pre-interview visit to get acquainted and discuss procedures is advisable whenever possible.

3. RESTRAINT - The experienced interviewer maintains rapport by following good interviewing techniques: being efficient but unobtrusive with equipment, starting at the beginning and proceeding chronologically, asking open-ended questions, listening closely without interrupting, following up on details or unexpected avenues of information, challenging questionable information in a non-threatening way, and generally maintaining an atmosphere in which the interviewee feels able to respond fully and truthfully, regardless of what his response is.

4. RETREAT - Each interview session deserves a graceful closing, even when additional sessions are planned with the same interviewee. Asking a "deflationary" question, such as an assessment of the experience just discussed, is a good way to conclude a session. All sessions should be planned and scheduled so that they conclude before the interviewee becomes fatigued.

5. REVIEW - Interviewers should listen to their interviews soon afterwards, not only to pick up details to follow up in subsequent sessions but also to analyze their interviewing techniques and their impact on the success of the interview.

FOLKLORE AND AMERICAN MASS CULTURE

Following is an explanation of the principle aspects of folklore as defined for a class, History of American Folklore, offered at Edinboro State College:

Not long ago Allen Nevins, one of America's greatest historians, stated that the most fascinating part of history, although the most difficult to obtain, is the record of how common men and women lived and reacted to the cultural changes of their times. It now seems certain that a better look at the plain people in American life will be achieved through the use of folklore sources, as well as through traditional local history.

Recently, the thesis has been established by such folklorists as Richard Dorson and Jan Brunvand that vital folklore, and legends in particular, reflect the major values, anxieties and goals of the period in which they are orally transmitted. This viewpoint contradicts the long accepted position established by the Grimm brothers of Germany, that folklore reflected the mind of primitive man. However, the Grimms' research did not relate to the central culture but to a margional action within that culture.

Folklorists in America are now exploring the living culture of urban as well as rural areas, and the lore of industry as well as the usual hand crafts. Subject matter has changed. Modern folklorists record and analyze anecdotes, urban legends, graffiti, college songs, cartoons, and gag letters. This, along with the "non folksy" sex lore, drug lore, racial intolerance, and social protest, will help reflect the central action of American culture.

Tests must be applied to make certain that items gathered by the folklorist are indeed folklore: there must be evidence of oral circulation;

identification in the indexes of folklore motifs and types; and finally, similar examples in existing folklore collections.

Dorson, who coined the word "fakelore", has provided evidence to demonstrate that some writers have misled the public into believing that certain regional folk heroes existed when in fact no oral legends about these heroes have ever been reported. "Fakelore" includes material relating to such characters as Paul Bunyan, Joe Magarac, Bowleg Bill and Johnny Appleseed.

Armed with devices for determinig the reliability of his findings the American folklorist must ask the question, "What is my own folklore?" In order to answer he must turn to the great movements of history which disclose the traditions of the Indian, the Yankee, the Negro and the immigrant. There are four periods of American history that folklorists study.

The Colonial Period, (1607-1776) is the time in history when one recognizes the English and Indian supernaturalism which is part of a great religious impulse. The era is loaded with motifs which are common to all levels of society as colonization is taking place.

The Democratic Period, (1776-1860) bares new folk heroes, with the westward movement providing favorable conditions for tall tales as well as fascinating humor. Davy Crockett, Mike Fink, Sam Patch and Yankee Jonathan all became national character types during that period.

The Economic Period, (1860-1960) is alive with lore associated with man's search for wealth. Motifs such as loyalty to ones' boss, hard work, great skill and tragedy are recognized in two waves of American expansion. The first wave involves those people traveling west and the flood of immigrants confronting a new culture; the second is industralism with its urban response.

Cowboys, lumberjacks, coal miners, oil drillers and railroaders all provide sources for legends during this period.

Finally, the lore of the Contemporary Period, (1960-Present) has a new look. The motifs seem to center around a concern for humanity. Drug lore and anti-war folklore is prevalent among the baby boom generation. Much of this seems ugly to many Americans, but folklore does not have to be folksy to meet the folklorists' requirements.

Enlightened American historians may discover a greater use for folklore as another means of achieving a better understanding of common men. In order to do this they need to recognize that lore which meets the required tests reflects more about the central culture of America than it does of the fringes of society. Certainly all scholars will recognize the need to associate the abundant folklore of this country with the dramatic movements of American civilization.

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## DATA BASE FUTURES: A COLLAGE OF RESPONSES

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Data base futures was the subject of a panel discussion of a series of questions developed by Karl Pearson, Associate Director of CLASS (California Library Authority for Systems and Services). This program, jointly sponsored by CLASS and the California Library Association's Library Development and Standards Committee, drew a standing-room only crowd. Despite the uncertainities of library funding in California and across the nation, we need to look to the "brighter day."

Having written a letter to CLASS expressing concern about the escalating costs for the microfiche edition of the California Finding List for Monographs, CATALIST, and serving as a member of the Library Development and Standards Committee, I was asked to serve on the panel to represent users of data bases. To more adequately represent the views of users, interviews were scheduled with public librarians at Butte County Library in Oroville, California, and academic librarians at California State University in Chico, California. In addition, several library system directors in California responded to a letter containing the questions on data base futures.

The resulting collage of conversations represents the thoughts of the following persons and credit is due each for the wide ranging responses to the questions posed by Karl Pearson:

Mrs. Brenda Crotts, Technical Services Librarian, Butte County Library, Oroville, California,

Mr. George Elser, Director, Inland Library Systems and SIRCULS, Redlands, California,

Mr. John Kallenberg, Fresno County Librarian and Fiscal Agent for the San Joaquin Valley Library System, Fresno, California,

Mr. Ross Olmsted, Adult Services Librarian, Butte County Library, Oroville, California,

Mr. William Post, Systems Analyst, California State University, Chico, California,

Mr. Frederick Ryan, Director of Systems and Technical Services, California State University, Chico, California, and

Mrs. Josephine Terry, Butte County Librarian, Oroville, California.

The responses to the questions will not be identified with specific persons at the request of the majority of the persons interviewed. In some ways, this helps to blend the responses into a more interesting pattern of questions and answers.

WHAT MIGHT BE THE ENVIRONMENT FOR LIBRARY COOPERATION IN 1986?

The environment is very good. We need data bases to facilitate cooperation, manage scarce resources, better serve rural areas, and better allocate resources. Politically, the environment will be positive because people will be screaming for resources.

Technically, there will be a lot more local systems and less reliance on OCLC and RLIN (nationwide online bibliographic data base utilities). There will be microprocessor based systems. Large university libraries will continue to use OCLC and RLIN because these data bases have much to offer. CLSI,

or an equivalent computerized circulation system will be a good system for medium sized university and college libraries. Smaller public libraries will find that microprocessor systems are more economically promising.

Local systems will need a tie-in. In regard to a unified national network, most libraries will not need to participate in one beyond their own utility such as OCLC. Academic research libraries with esoteric materials will need a national network. In 1986, there will be a greater definition of what is a good local data base, what is a good centralized data base, and there will be regional intersecting of data bases.

In the North State Cooperative Library Systems area (the inter-type library system serving California's 13 northern counties) the environment for cooperation is here now and will continue to be here because libraries in the northern quarter of the State have limited resources.

If we do not give the impression that libraries should be well funded, no one else will. We must have faith in our product. Automation and equipment will become less costly. Librarians have to be aggressive and get a piece of the pie. Librarians need to avoid fees as we will be in direct competition with private enterprise.

There is a tendency for librarians to fall back into a rut, a tendency toward conservatism. The money problem can be taken care of. Librarians need to adapt to technology or disappear. We need to reduce salary costs. Another example of the kinds of cooperation that might occur in the future is a cable television company putting the library catalog on line as part of the package for a franchise.


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WHAT NEEDS TO BE DONE BY WHOM BETWEEN NOW AND THEN?

There is a need to develop a vision and then sell it. We need to develop an action plan to bring it about. Librarians have lacked vision in the past. There is a need to create vision again. There needs to be a great deal of talking and gaining commitment to cooperation.

Organizations such as the state library and CLASS should be involved in making people aware that an interconnection situation exists. The state library and CLASS need to bring people together such as interfacing OCLC and CLSI. The interfacing should not be done separately, CLASS could be involved.

If it is mostly a transmission and access need, everyone will be hooked into networks and like to be online rather than using computer outprint microform (COM). COM will be used for storage. The telephone companies may be putting terminals in private homes.

Libraries need to hook into state or national networks. California needs to decide if we want to build up a network like the State of Washington or go with OCLC or RLIN. The Southeastern Library Information Network (SOLINET), for example, bought Washington Library Network (WLN) software and is using OCLC data.

We have to see if electronic transmission will help abolish the penalty in cultural and information development for living in rural rather than metropolitan areas. Growth of individual or small regional access to news and current affairs data, as well as scholarly data, may come with the help of satellites. Earth station costs are decreasing.

OCLC is an example of what needs to be done--aggressive library people willing to experiment. Local library time is mostly spent on maintenance of

programs. There is a need for organizations such as CLASS, the California Library Services Board, and the state library to look toward the future. Technological developments must transcend society and not be available only to the educationally elite.

WHAT CAN WE EXPECT TO HAPPEN BETWEEN NOW AND THEN?

There will not be a great deal of change by 1986. A few places will have pilot programs of telefascimile transmission of documents. Delivery systems using couriers and vehicles will continue. Bibliographic and reference services will be automated. Libraries may start to send images rather than physical book or document. Video disc could be a good foundation for image transmission. The video disc is likely to replace microfilm. By 1986 one should be able to have a television screen at a remote site, request a copy of something and receive the copy. Copyright may be a barrier to this development. Putting information about collections out to the general public is what we are doing now. We need to get the collection itself out to the general public.

WHERE WILL THE DATA BASES BE PHYSICALLY LOCATED?

Data bases are coming closer to home and away from centralized systems. Communication costs are not coming down, but other costs are. There is a question as to whether satellites will help rural libraries as costs are likely to be fairly high. There is a need for an interface or linkages for local libraries.

The location will depend on the data base. Bibliographic records of monographs will probably remain at OCLC or RLIN. Records of nonprint materials and media may be in minicomputers within library systems or individual libraries.

Many data bases will remain in large central stores such as Dialog which has grown from 1 to 120 data bases. Dialog added 21 new data bases in 1980. These are specialized data bases. A more generalized data base is "The Source," and there are attempts to link "The Source" to teletext displays.

Handbooks and directories are likely to be online. Librarians and users will access online data bases to quickly look up factual information. Librarians will help those who need assistance and train people to use search services. People already are dealing with home microcomputers. By 1990, one quarter of the homes in the United States will have microcomputers costing approximately $250 each. Online access through telephones is likely and the user will obtain the information directly.

WHO WILL BE RESPONSIBLE?

Maintenance problems will depend on the data base; some will be local, some regional, some national. Who is responsible depends on the location of the data base. If it is local, then responsibility rests with the local jurisdiction.

The private sector has won and will write their own ticket. Government decisions will be based on what is good for private enterprise. The National Telecommunications Agency and the Federal Communications Commission are in the Department of Commerce, not the Department of Education. The federal govern-

ment will not be responsible for data bases. People will pay modest fees. Libraries will be in a client relationship. The National Library of Medicine's Medline is the first example of a reliable data base service.

WHAT WILL THE DATA BASES CONTAIN?

Data bases will contain everything eventually. They will start with bibliographic data in libraries. Data bases will contain all kinds of local system information, and some high interest indexes such as Readers' Guide and Magazine Index, for example.

It would be desirable for Magazine Index to provide unlimited access for a subscription fee, such as $2,000, rather than on a transaction fee basis. Bibliographic information is in data bases now and directory information will be eventually. Patron access is limited by the cost structure. If the service were a monthly or annual subscription fee rather than a transaction charge this would be more workable for libraries since they are budgeting for subscriptions to periodicals and reference services now on an annual basis.

Data bases should contain everything one can get into them. There should be search programs to help the user identify and obtain materials at the user's reading and interest level and within the current time period. As the cost of computer storage capacity decreases, libraries will be able to include more information in the entries for their holdings.

HOW WILL LIBRARY USERS FIND OUT WHAT'S IN THE DATA BASES?

Some data bases will be interrogated directly by the patron without staff assistance. Some data bases will be searched by patrons along with staff, and

some will require the joint efforts of staff helping the patron to search for the information. Some will be searched solely by library staff.

The user will search the data base instead of a card catalog or printed index. There will be direct user access different from DIALOG and BRS where librarians search the file. People will search data bases from their home terminal rather than come to the library.

HOW WILL LIBRARY USERS FIND OUT WHAT'S IN THE DATA BASES?

The users will find out what's in the data bases by turning on their home television sets, by using the telephone, or by visiting the library.

They will find out about data bases through publicity and through manuals. Terminals will guide users in how to use data bases. We need smart terminals and smart machines. The data base should include instructions telling the user how to conduct a search.

The users will find out what's in the data bases through cable television access. There will be a need to have library staff available to assist the user in finding and understanding how materials are physically oriented in the library.

HOW WILL LIBRARIANS FIND OUT WHAT'S IN DATA BASES?

Librarians will use CRTs (Cathode Ray Tubes), microform copies, etc. Librarians will use manuals. The barriers for librarians are the price structure for use of data bases. Technology is not the problem.

Librarians will use data bases themselves to find out what's in them. Librarians will read journals to learn about data bases, and attend workshops to learn how to use data bases more effectively.

WHAT WILL BE THE MIX OF WAYS TO ACCESS THE INFORMATION IN THE DATA BASES?

The real question is not the mix of ways to access data bases as all will be online. There will be some kind of data base terminal even in small libraries. There may no longer be a shelf of books in a rural store or post office, but rather a terminal. A patron will search for what he wants and forward a request to the central library. The library will mail the item to the patron. Access may be through dial up or other means. It is an implementation question. Librarians should not accept anything less than online access. This may not be immediate; it may not occur by 1986. Small libraries may use electronic mail to access larger centers. A small library would have local bibliographic data in a data base.

There will be online access, but it will be too expensive for smaller libraries. COM or printout of data base information will be the smaller libraries' mode of access, most likely COM, due to costs. It depends on where the file is located. There will be a mix of ways to access data bases because many will not be able to afford online access.

California State University, Chico, access should be through one mode. There is no reason why everything should not be online. The more different types of access, the greater the cost for maintining the data base, and this will cut down user access. Microforms will be used where communication costs are out of hand.

The ultimate objective may be a paperless society. Environmentally and economically this may be a sound idea. There will be microforms in branch libraries. Microforms are an intermediate data base format. The pocket calculator is an example of public acceptance of paperless microcomputer units.

HOW--AND BY WHOM--WILL INTERLIBRARY LOAN AND REFERENCE REQUESTS BE HANDLED?

The idea of the patron doing interlibrary loan him/herself is appealing and librarians should move more in that direction. There is a question as to whether the user has the authority to request items on interlibrary loan since the user would take over the screening process for requests. There is the problem of the non-resident or non-registered user. If library service is based more on a data base terminal, then librarians may need to perform more lower level tasks. It may be faster for librarians to search the terminals than to ask a clerical employee to do the search.

Requests will be processed by whoever will handle them. In France, the national postal, telephone, and telegraph service is offering five minutes for 15 cents for users to send electronic mail. The terminal will replace the phone directory. Interlibrary loan will be online by 1986. The question is whether the patron will send the interlibrary loan request. There will still be the problem of delivering the material to the patron.

Patrons will handle much interlibrary loan and interlibrary reference themselves. Users will have an identifying code much like the code that is used to access automated teller units at banks. We should strive to make searches as free as possible. People may still come to the public library. We don't require people to come to the library now to place requests, and telephone reference is an example of this.

WHAT STRUCTURES AND PROTOCOLS WILL BE NEEDED TO REGULATE AND COORDINATE RESOURCE SHARING?

The structure should be as simple as possible, and there should be as few protocols as possible. There should be a free flow of information and materials. At the same time individual and agency privacy should be protected.

Structures and protocols will be necessary to tie systems together. It is too broad an issue. It depends on who has the data base and where the data base is located. There is a need for structures to coordinate data base access and a definition of who can borrow from whom and what. OCLC displays information by network and by state, for example.

We will continue to have state laws on the returning of library materials and California Library Services Board regulations concerning sharing of resources. We need to facilitate rather than question the user's need to know and access information. At the same time librarians must protect the privacy of the user.

WILL ACCESS TO DATA BASES HAVE ANY SIGNIFICANT IMPACT ON COOPERATIVE COLLECTION DEVELOPMENT?

Access will have a significant impact on cooperative collection development. For example, libraries may end up with data bases rather than periodicals. Intersegmental marketplace mechanisms will be operative in cooperative development of collections with some planning. Some public libraries will not buy certain titles or services because university libraries have the title or service. Universities may choose not to purchase items because the data base shows that a medical or special library holds the title. Lack of access is

the barrier that produces duplication where it is unnecessary. However, duplication based on user demand for titles is justifiable.

Data bases should have an impact for libraries that are not research oriented in terms of cooperative collection development. Resource sharing is not the most important, as compared with interlibrary loan and circulation. In most libraries, materials are needed now and therefore purchased. However, if Stanford University knows another research library has a title, this may influence Stanford, but it is really an issue of budget and funds available for collection development.

Access to data bases should have an impact on cooperative collection development, but it is doubtful that such access will have an impact since librarians have shown little proclivity to engage in such activities up to now.

Collection development will be more cooperative in public libraries. In the universities, cooperative collection development is a political problem because of the professors.

If the State of California will continue financial support of systems, then data bases may have a significant impact on cooperative collection development. Cooperative collection development in systems is an area not resolved today, but librarians may develop new levels of cooperation. Machines won't do it. Selection is influenced by reviewing media. There may be a display of reviews on terminals. This might lead to conformity rather than diversity in selection of materials for collection development.

WHAT IS YOUR ORGANIZATION DOING TO GET FROM HERE TO 1986?

San Joaquin Valley Information Service is conducting a feasibility study of circulation/interlibrary loan message switching. The system is looking forward to adding this capability and they would like to see it as intersegmental.

California State University, Chico, finds that acquisitions, cataloging and circulation are the core of the operation and are being developed as a core system. We will hook in modules such as a serials system that would interface with the main file and be searched through the same terminal. CLSI touch terminals are important for public access. A keyboard terminal is more sophisticated and offers more search possibilities.

Inland Library System hopes to have all members' retrospective records in machine readable form by June 1983. North State Cooperative Library System is testing OCLC. California State University, Chico, is reaching out to regional centers. What we are doing is planning; there is a good library system structure. We are trying to estimate the cost of getting from here to 1986.

WHAT ELSE NEEDS TO BE DONE, BY WHAT ORGANIZATION(S) IN CALIFORNIA?

Coordination begins to occur with regional library system development of data bases and communication linkages. CLASS should look at interface and interconnection rather than the development of the California Data Base. The state library should be a leader in coordination efforts.

There is a need to determine whether CLASS will be an online regional center or an online switching center. North State Cooperative Library System

probably will build our own regional center. The next development will be to access CATALIST online.

The California Library Association, other professional associations, and the state library need to get their act together. There is a need to look at layers of administration and to work toward simplification. This is taxpayer mandated. The profession is waiting for leadership to rise to the challenges of the future. CLASS is perceived as not providing direction, but caught up in its own research and technology.

The first priority is keeping the store open. Librarians need to be on local data processing advisory committees to help plan with local government for data base development. Each organization needs someone who is visionary.

WHAT--IF ANYTHING--NEEDS TO BE DONE AT A LEVEL ABOVE THE STATE?

We will need a development touch point. Libraries have the most public service units of any governmental agency. Librarians are in a unique position to broker information from a multitude of data bases in all areas.

It is most logical to have these developments at the state level since the state library has paid professional staff to plan for the future of library development. Librarians do not prefer development or control on a higher level as there is a need to protect local autonomy.

CLASS should be comparable to SOLINET and similar regional networks. Networks should be staffed by salaried technical employees. The library associations should act as a buffer between the state library, networks, and local library jurisdictions. CLASS is not a broker for OCLC, and therefore it may not be feasible for CLASS to develop similarly to SOLINET and NELINET.

## CONCLUSION

After concluding the interviews and participating in the conference program, a reading of the Techno/Peasant Survival Manual, a Print Project Book, published by Bantam in September 1980, this writer found that the ideas expressed concerning data bases may appear wild to librarians, but may be conservative projections of the future.

Librarians are in danger of remaining techno/peasants, because in the words of the manual, "You are overwhelmed by what's going on in the various new fields of technology, and overwhelmed, you remain ignorant - to uninformed to have any say in your own future. You are, therefore, a peasant. The nature and quality of your life is increasingly determined for you by others - those in the know: the technocrats."

It is hoped that this article can help librarians de-mystify technology and stimulate the dialogue and analysis necessary to survive in a world increasingly dominated by technology.

Local groups of libraries are tending to build local systems and data bases. Organizations such as CLASS at the state or regional level are working toward developing the linkages which will make it possible for the local systems to communication with each other. This conclusion matches the California Data Base Network concept.

A Library Services and Construction Act (LSCA) project has been approved by the California State Librarian, Gary E. Strong, to demonstrate the feasibility of dail-up access to link circulation system data bases. This project includes libraries with automated circulation systems in the North Bay Cooperative Library System based at the Sonoma County Library in Santa Rose.

Possibly linkages of circulation systems have been demonstrated elsewhere, but this type of linkage appears most likely in California.

# GEOGRAPHY AND RURAL LAND USE: AN OVERVIEW

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During a Rural Libraries and the Humanities workshop on June 18, 1982, Dr. Shirey talked to librarians about the different aspects of geography and rural land useage. He offers insight into attitudes about land development by relating the history of land use and the land use ethic.

## INTRODUCTION

There are three key words in the title of this presentation that need definition and amplification in order to put the overview into perspective.

The first key word is geography. Some disadvantaged persons might say it is a topic which they were last exposed to in elementary school. Some quasi-educated college students at Clarion State might say it consists of some academic course they were exposed to and are now being "recycled" in during summer school. The more erudite person of an intellectual persuasion might define geography as the study of the nature and characteristics of physical and cultural features distributed over the landscape. Topics in geography run the gamit from physical components such as geology, meteorology, oceanography, and cartography, to cultural components such as urban geography, historical geography and demography, to economic and political components such as industrialization and manufacturing, trade and transportation, and political geography.

However, to the professionally trained geographer the heart of geography is more than the development of an expertise in the various components which

make up his field. He is primarily interested in the interactions and interrelationships of the various components in their natural setting. Hence, conceptual ideas such as areal distribution and spatial relationships become part of his basic vocabulary and modus operandi. In the first case area distributions of physical and cultural features or components basically describes their geographic location within a given area, be it a county, a state or a region.

One of the major roles of the geographer, and consequently of geography itself as a social science, is to map and then analyse and interpret the significance of the resultant patterns of the physical or cultural features on the landscape.

A second major role of geographers is to explain the level of significance of the spatial relationships which exist between and among the physical and cultural features after their locations have been established and mapped.

A third major role of geographers is to determine the impact the areal distribution and spatial relationship of physical and cultural features have on the type and extent of land use development within a particular unit of land. In other words what sets of factors or variables are most accountable for the existing land use at a particular time at a particular place. The essence of geography then is man-land relationships or man's adaptation to or modification of his environment.

The second key word in the title is rural. This word has several connotations and can be perceived in a variety of ways. Rural could suggest a farm landscape. Or it might imply a country setting. Or perhaps the less densely settled areas beyond the suburbs which in geographic parlance is

called exurbia. But if one approaches it in a geographical sense using demographic categories of population - urban, rural, and rural non-farm, as devised by the United States census of population, - then its usage in this paper will be less confusing. According to the Census Bureau those areas having population concentrations of less than 2,500 persons are considered rural. Thus in this context, if urban or urbanization can be used to describe those land areas with population concentrations, then conversely, rural or ruralization can be used to describe those land areas with a paucity of population. In a broad general sense, rural describes those land areas with the least population pressure in terms of permanent settlement, usually expressed in persons per square mile.

The 1980 census figures indicate the United States population is distributed as follows: about 75 percent urban; 20 percent rural non-farm; and 5 percent rural. This is somewhat misleading because in terms of land use over 80 percent of all Americans live on less than two percent of the land. In other words, very few people are categorized as rural, but most of the land is classified as rural.

The third key word in the title is land use. By definition it suggests that man alters, changes or regulates his environment. The term "use" refutes the thesis of environmental determinism. Land use concepts hence stress primarily man's use of the land via both economic and non-economic activities.

Geographers have historically charted man's permanent settlement and subsequent use of the land on isochronic maps. These maps actually plot the advance of permanent settlement over a designated time interval.

Once permanent settlement becomes established in a given area, then different types of land use begin to occur over time. This type of change in one place is termed sequent occupancy or sequent land use. Recording such changes over time helps the geographer measure and analyse the amount and rate of land use change and provides a valuable historical record.

## LAND USE HISTORY

In order to gain a better insight into present attitudes and practices, an understanding of the history of the land use and the land use ethic is necessary.

The Indians were first to make their mark on the American landscape. Private ownership was not a concept in their society: "The idea that land could be bought and sold was an alien concept to the Indians of America. They clung possessively to certain chattels, but lands were nearly always held in common. An individual might have the use of a farm plot, but at this death it reverted back to the community."[1] The environment changed little under Indian stewardship.

The colonists from Europe had quite a different view. They had seen their society in Europe grow and transform with technological, political and social changes. Their experience had included land ownership by some and servitude by others. Though the feudal system was reaching its end, it was still very much in the minds of the settlers. Owning land was a measure of wealth and, to them, was an end in itself.

The new world had a two-fold effect on the settlers. The forest and the wilderness represented a threatening force that had to be conquered if they

were to feel secure; it also represented the great vastness and abundances of resources that the new land possessed.

As the colonies developed they claimed western land that was yet unsettled. The first controls imposed by state government began in the colonial period, including state government taxation of land, taking of private land for public purposes and regulating laws on inheritance of land.

The Revolution had a great effect on evolving settlement patterns in the United States. The new government was faced with heavy debts from the war and depreciated currency. When the Union was formed, the colonies claiming vast quantities of land to the west gave up their claims to the Federal government. It is important to note that at the very basis of the new government was the firm belief in private property. The question at the time wasn't whether, but how, the government should dispose of its land to private citizens. Land Disposal

The first method of disposition of public lands was through land sales, which became a main source of revenue for the government. In the 1820s the scale of land led to a high level of economic speculation. Land speculators at this time wanted to accumulate large tracts of land along the Atlantic coast where values would be highest. The settlers were more interested in the government opening and selling land in the western areas.

Settlers began moving west faster than the government could survey and put the land up for sale, and they were given priorities in the Pre-emption Act of 1841. This act allowed the settlers to buy land on which they had already settled for $1.25 per acre.

The second method of land disposition consisted of land grants. Grants were given to the state to support public education; they were also made for various modes of transportation. Grants for roads at this time were small, but lands granted to the railroads were substantial. The government was more than generous with the railroads at this time simply because it was felt this was the best way to settle the country.

The following acts were passed in response to increasing pressure on the government for free land:

> Homestead Act of 1862 - provided 160 acres of land free of charge to settlers; they had to reside on the land for five years before the title passed to them. Many settlers claimed pre-emption rights after six months, bought the land for $1.25 per acre, and then sold to land speculators.
>
> Timber Culture Act of 1873 - gave 160 acres to an individual if he would plant trees on one-quarter of the land.
>
> Desert Land Act of 1877 - provided 640 acres to a settler if he would irrigate one-eighth of it.

A series of government land acquisitions accounts for the size of the continental United States as it is today: Louisiana Purchase, 1803; Florida Purchase, 1819; Texas, 1845; Pacific Northwest, 1846; Pacific Southwest, 1846. These purchases gave the United States the land area it has today, with the exception of the extracontinental possessions.[2]

The Land Ethic

It is important to understand the land ethic that was established in the U.S. As was mentioned earlier, there was never any question that land should not be privately owned. How the land was used was up to the individual, despite the early controls by state governments. Since land was plentiful and cheap a "use it up, throw it away" attitude was established. There was always

more land, more trees, more water and more minerals. Land speculation became a common (and basically accepted) practice in our early history. Much of this attitude still prevails.

Growth was an early goal of the United States. It was important to settle the west quickly, and, thus, a plan for growth and settlement was not devised. Even after the western lands had been settled, the concept of "planned growth" was held in disdain.[3]

Opinions on how rural land should be used generally falls into three categories: (1) the economic ethic - "use it" ethic, whereby every parcel of land should be used or developed so as to bring its owner maximum profit; (2) the conservationist ethic - "preserve it" ethic, whereby large portions of underdeveloped land should stay undeveloped with the emphases is on trusteeship to preserve the beauty and ecological health of the land; and (3) the ecological ethic - "sustain it" ethic, whereby the land is treated with respect and a balance is struck between human needs and the needs of other living creatures in order to preserve the integrity, stability, and beauty of the world's ecosystem.[4]

## RURAL LAND USE CLASSIFICATION SYSTEM

In 1965 the Urban Renewal Administration and the Bureau of Public Roads published the Standard Land Use Coding Manual.[5] It was a detailed system for identifying and coding land use activities. Under what could be called non-urban or rural land uses, the following categories were delimited - recreational, resource production and extraction, and undeveloped land and water areas.

Subcategories under recreational included such things as parks and recreational activities. Subcategories under resource production and extraction included agriculture, forestry, fishing, and mining. Subcategories under undeveloped land and water areas included noncommercial forests, unused and undeveloped land areas, and water areas.

## WHO OWNS THE RURAL LANDS

There are an estimated 1.3 billion acres of privately owned land in the United States. This does not include land actually owned by federal, state, and local governments. Farmers are the biggest owners of rural land, possessing more than a billion acres or 38 percent of all privately held acreage. Although technically 44 percent of farm and ranchland is owned by nonfarmers.

Next in importance are retirees, who hold 190 million acres, or 14 percent of all private land. Then come corporations which own 142 million acres, or 11 percent of the total. At least 68 million of these acres are commercial forestland owned by wood-processing companies. Also in this category are the rather extensive holdings of mining and petroleum companies, railroad, and agricultural corporations. The only other group to control over 10 million acres are real estate dealers themselves. Parks, wilderness, and recreation areas comprise only 4.6 million acres or 3.6 percent of the total.

## THE RELATIONSHIPS BETWEEN MAN AND RURAL LAND USES

As was noted earlier, geography deals primarily with man-land relationships. These relationships are usually expressed in terms of activities and can be illustrated in a hierarchical arrangement from the very closest to the

most remote relationship between man and the land he uses. The hierarchy would be as follows: hunters and gatherers, nomadic herders, migratory agriculture, subsistence agriculture, extractive industries, commercial agriculture and recreation.

As man has engaged in these rural land use activities he has largely neglected to realize that land is a finite and vulnerable resource and many of its resources are renewable only if the land is not abused.

## TRENDS IN RURAL LAND USE

If the rural lands of the United States were divided among the 226 million people each would get less than ten acres. Some of the land would be desert, some tundra, some wetlands, and some barren mountain slopes. Other land would be beautiful forests or fertile cropland. By world standards, what each person would get would be far better than the rest of the world because their productivity is so much less than ours.

So what does the future for rural land use? There are some prophets of doom -- citing figures like there will be one third fewer farms in twenty years or we will see a reduction of farmland from 465 million acres in 1980 to 386 million acres in less than twenty years. Yet other scholars say net changes from one use to another by the year 2000 will be too small to change the general picture. Net losses that do occur will likely be in areas of grazing and forestry because these cannot compete effectively for land that is in demand for urban, recreation and cropland use.

In the final analysis we must realize there is a fixed and limited amount of rural land. Yet there are unlimited demands upon it for a variety of uses.

It appears that we are now at the point where we must begin to start to prioritize our wants and needs in terms of how we use our rural land. And we must begin to ask some additional questions. What will be the impact on the natural environment? Are we willing to pay the cost? Are the results beneficial enough to justify the cost? If the only thing permanent is change, then we must be prepared to adjust to it.

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# A LIFETIME OF CHANGE IN RURAL AMERICA

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For a Rural Libraries and the Humanities workshop on June 18, 1982, Mr. Firth talked to librarians about the changes in farming and rural society. Firth was appointed to an 18 member committee by U.S. Secretary of Agriculture John R. Block to look at the future of Cooperative Extension Service nationally.

Initially, a common understanding of the terms "changing rural scene" needs to be established. 'Rural,' in this presentation, will basically be the census definition: farms, open country and places of less than 2,500 population located outside of urbanized areas. Pennsylvania has the nation's largest rural population with 3,643,044, out of a state population of 11,863,895, or about 30 percent. 'Rural' and 'farm' are no longer synonymous, if indeed they ever were. As 'changing' is discussed, in some cases it will mean specific dates and in other cases the reference will be generally within our lifetimes.

Many changes have taken place in rural America in our lifetimes, but starting with the 1970's there have been some rather dramatic turnarounds and developments in rural communities. This paper will address changes that are occuring in several broad categories which are not mutually exclusive. The categories are: industrialization of agriculture, urbanization of rural areas, transportation, schools, housing, rural crime and mining and gas/oil exploration.

## INDUSTRIALIZATION OF AGRICULTURE

There are roughly 2.8 million farms in the U.S. at the present time-less than one-half of the number 30 years ago. However, the rate of decline in farm numbers has slowed substantially in recent years because of higher net incomes for farmers combined with the fact that many people with favorable non-farm opportunities have already left farming.[1] In fact, the latest census of agriculture showed an increase in the number of farms in some counties.

Farms are more specialized, the result being fewer general farm operations. It is a much bigger business today, with larger acreages, herds and flocks. Today in this country 155,000 farms with annual gross sales of $100,000 or more account for 60 percent of all farm sales, in contrast to 1960 when 23,000 farms accounted for 17 percent of the sales.

There is at the same time an increasing number of part-time farm operations. Off-farm employment along with farming is now a permanent pattern, with the exception being dairy farming. Today at least two out of three farm families receive more than half of their income from non-farm sources, compared to only 16 percent of the farmers working off the farm in 1944.[2]

Today many family farms require a large capital investment, have greater risks, and often employ labor outside the family. This large capital requirement is at the root of the struggle a family faces to stay in farming. It continues to be a family operated business, with perhaps 98 to 99 percent of the farms family-owned and operated in Northwest Pennsylvania.

Farming is not only a way of life but it is increasingly operated as a business using sophisticated management tools. The modern farmer is well educated, a scientist and a businessman. Farming is becoming more stressful;

it no longer provides the easy way of raising a family, working with and training a son because of the higher volume of business and use of larger, more sophisticated equipment. However, farming still provides a greater freedom of choice and independence than most other occupations.

Changes are occuring in the types of crops grown in and around Clarion and Mercer counties. We see greatly increased corn and soybean acreages and few fewer fruit farms. These changes are the results of economics - the profit potential. Current high interest rates are taking their toll in agriculture as in other businesses. We also see changes in agricultural productivity, such as increased crop yields, improved milk production per cow and gains in feed efficiency in meat animals and poultry.

More than ever farming is affected by events arising from outside its border, such as exports, marketing programs, equipment costs and repair availability.[3] "Together with the loss of agriculture's uniqueness, and springing from the same causes, has come loss of agriculture's power to control the farm policy agenda."[4]

Some 'ag' policy issues that continually arise at the national level and have an impact on Northwest Pennsylvania include:

1. Food prices - specifically how to hold them down, an issue put on the agenda by the consumers.
2. Food Programs - especially food stamps, a concern of the hunger lobby.
3. Adulterated Foods - of concern to the natural foods people.
4. Junk Food - of concern by nutritionists.

5. Ecological Questions - a concern of the environmentalists.
6. Rural Development - of interest to the 85 percent of the rural people who are not farmers.
7. Limitations on government payments to farmers.
8. Grain embargos.
9. Civil Rights, Occupational Safety & Health Laws.
10. Preservation of 'ag' land.

## URBANIZATION OF RURAL AREAS

Rural and urban are merging. By 1950 farmers were a minority in rural areas. Non-farmers now out-number farmers at least 7 to 1 in rural America. Why is off-farm employment increasing? There has been a growth and increase in variety of non-farm jobs. Traditional occupations such as farming, lumbering, mining and small services businesses remain important; however, government positions, personal services of many kinds and factories have provided the basis for these employment shifts.[5]

Thus today rural society is more heterogenous. We see rural poverty and affluence farming side by side. Farm people are no longer readily distinguishable from non-farm people in speech, dress or manner. Today the rural family is as exposed to television, magazines and the national news as people in other areas.

The 1980 census indicates that for the first time in more than 160 years the population growth rate was higher in rural areas and small towns then in metropolitan areas. In absolute terms the number of people in nonmetropolitan counties increased from 54.4 million in 1970 to 62.8 million by 1980. This

includes a net of at least 4 million people who moved in from metropolitan areas and abroad. By contrast in the 1960's some 2.8 million more people moved out of the rural areas and small towns than into them.[6]

A relatively recent change, which has somewhat increased farm numbers, is that many people have moved back to the land. They purchase a small farm or portion thereof. They now live in the country and are interested in horses, gardening, flowers, rabbits and backyard poultry productions. In reality, they are involved in small scale agriculture. This is a vivid contrast to the larger commercial farm operation.

The influx of urban newcomers into rural areas is being viewed as a turnabout in more than numbers alone. Cultural implications are being predicted and expected. It is anticipated that some will be beneficial, while others will be potential problems for rural areas. An assortment of recent case studies conducted in rapidly growing rural areas suggests, for example that newcomers have different conceptions of what is appropriate and desirable for the communities in which they locate than do the existing residents.[7] Consequently, the traditional leadership may be challenged and new controversy may occur over public issues. On the other hand, benefits brought on by newcomers are evidenced in the enrichment of local cultural resources as young, educated individuals and families bring new ideas and energy to rural growth areas.

A general point made in the studies is that urban-origin newcomers bring a particular type of social organization and set of attitudes to the community. They bring certain needs competencies, resources, and of course, their own ideas about the good life.

What is overlooked in many discussions about the rural renaissance is that fast growing rural areas are also experiencing an influx of newcomers from another source, other rural areas. These newcomers too have views and values not often identical with the traditional values of the area.

## CHARACTERISTICS OF THE NEWCOMERS

Urban newcomers are, on the average, younger, better educated; they have higher income and occupational levels and a higher incidence of households with younger children than do the residents. These people have moved from large urban centers for reasons which can be described as being noneconomic, non-employment in nature.

The newcomers from other rural areas, however, are even younger and of a higher socioeconomic status than the urban newcomers. In addition, they have moved to the fast-growing rural areas for job-related reasons.[8]

Other writers suggest another grouping or description of these newcomers to rural areas:[9]

Back-to-the-land Social Isolates - They want to live in at least a semi-isolated area, grow most if not all of their food, and be as independent as possible from community and society. Most of the adults are relatively young, under 35 years of age.

Rural Pragmatists - Generally they blend pragmatic economic and social/political points of view with a desire to share in the presumed amenities of rural or small town life. They include the new store owner who restores a rural aura to a business and the professional who conducts business according to his/her definition

of traditional rural norms. They are often environmentally oriented.

Rural Romanticist - They are middle-aged, urbanites, many are relatively young retirees who are, by local standards, well off. They tend to see glories in rural life that natives, particularly those who live at low economic levels, cannot see. Many rural returnees are included in this group.

## TRANSPORTATION SYSTEMS

Interstate roads opened new frontiers to development. State and local roads were often impassable in winter and spring not many years ago; but now generally daily travel from remote areas is possible. This mobility made it possible to shop in nearby metropolitan areas and to attend cultural and sporting events. Improved roads have eliminated the isolation aspect of rural living. Daily delivery services are also available in many rural areas. Farmers, businesses and industry now purchase and sell products over a wider geographic areas.

## SCHOOLS

The consolidated schools provided opportunity for interchange and acquaintance over a larger geographic area. They do provide broader selection of courses and teachers. Improved school library facilities have been developed. With these larger schools, however, (parents) do not have the

close acquaintance and personal ties to teachers and school systems. They are not fully aware of problems, needs, concerns and opportunities in elementary and secondary education.

## HOUSING

Rural housing is now little different than urban housing. Central heating and cooling systems have improved. The mobile home has changed the rural countryside and is the only affordable home for many. Contamination of individual water supplies is a problem in some areas and poor water (high iron-sulfur-acid) is prevalent too.

## RURAL CRIME

Crime is no longer just an urban problem. The interstate roads make quick access to remote areas possible. Rural buildings have been built to keep out the weather, not people. A spokesman for the American Farm Bureau Federation estimated that rural crime costs the American farmer one billion dollars annually.[10]

## EXTRACTIVE INDUSTRY

Certainly strip mining activities have changed the rural countryside in many ways. Environmental issues and roads are two of the concerns. A renewed development is gas and oil exploration. The economic and environmental impact is of interest to rural citizens, including farmers.

These and other external influences discussed above have drastically altered the traditional life-style and community interaction patterns of rural people.

The rural turnabout in development has created several problems for agriculture. Farmers now need to deal daily with their rural non-farm neighbors on odor, noise and environmental issues that may be associated with the farm business. We see land debates on issues such as solid waste and sewage disposal.

In recent years we have seen the development of recreational areas, camping areas and generally a greater influx of vacationers, tourists and hunters. Thus, we witness a diversion of land to non-agricultural uses.

Local governments were traditionally considerd caretakers of limited number of needs, such as roads, schools, law enforcement and fire protection. The idea that local, state and federal governments should take a major hand in managing a broader range of human and environmental resources is difficult for many rural people to accept.[11]

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From his experience as City Librarian of Plymouth, Harris' intent is to convey how public relations can aid in furthering the purposes and practices of the library profession.

Harrison, Kenneth Cecil. Public Relations for Librarians (by) K.C. Harrison. London: Deutsch, 1973.

The author provides "a wealth of overseas experience with comment on the PR work of libraries in the United States, Scandinavia and elsewhere. All types of library publicity are critically assessed for their worth or otherwise, and he takes an objective look at the successes and failures of the idea of a National Library Week." Includes a select bibliography.

Hartnett, T. "Brief and Beautiful." Connecticut Libraries 19 No. 3 (1977): 49-50.

Reports on a speech dealing with public relations given by Virginia Baeckler at the eighty-sixth meeting of the Connecticut Library Association.

Hemphill, M. "Communication: Establishing Good Public Relations." Illinois Libraries 55 (January 1973): 13-15.

Describes the activities of the Marissa Public Library which has limited resources. The author concludes, "we feel that keeping the library a warm and welcoming place has more effect on public relations than any amount of formal public relations efforts in small communities."

Hoey, P.O'N. "Public Relations: The Soft Sell." Aslib Proceedings 25 (October 1973): 375-80.

The article is from a paper presented at the Aslib one-day conference on Promoting Industrial Library and Information Services, July 4, 1973. Hoey examines what public relations is by comparing it to marketing, the object of public relations, the establishment of good public relations, and the reason for an atmosphere comfortable to the patron, one which is conducive to asking for guidance. A brief list of further reading is included.

"How Does Your Library Grow? (public relations film on library cooperation.)" New Jersey Libraries 10 (April 1977): 21-2.

Reports the completion of the film "How Does Your Library Grow?" narrated by Julie Harris. "The film tells the story of library cooperation, the savings in tax dollars and other benefits while retaining the autonomy of each library."

Howard, E.N. "Public Relations: What it is, With a Bit of What It Is Not." Kentucky Library Association Bulletin 34 (April 1970): 9-12.

Examples are given of what is and is not public relations, and four steps of what a public relations program must include is described.

Ireland, J.C. "Public Relations and the Public Library; An Interview with Ann Gallmayer." Louisiana Library Association Bulletin 34 (Summer 1971): 34-9.

Interviews Ann Gallmayer, head of the Community Relations Office of the New Orleans Public Library, in regard to public relations.

"Isn't it Good to Know? Library PR That Works." American Libraries 6 (May 1975): 285-6.

Reports on two examples of public relations that work. They are radio spots produced by the Mideastern Michigan Library Cooperative; and

activities of the Coordinated Library Information Program (CLIP) directed by Maria Edsall in Madison, Wisconsin.

Kies, Cosette. Problems in Library Public Relations. New York: R.R. Bowker Company, 1974.

Contains twenty-two case studies on public relations set in different libraries with comments following each case.

Kliehauer, S. "The Central Arkansas Library System PR Program." Arkansas Libraries 34 (June 1977): 31-3.

Reports that the Central Arkansas Library System (CALS) received an LSCA grant for a public relations outreach program and the Community Affairs Coordinator, Susan Kleihauer, shares what has been learned in their efforts to promote the library.

Latshaw, P.H. "Evaluating Your Public Relations Program." Ohio Library Association Bulletin 48 (April 1978): 32-5.

Discusses how to evaluate a public relations program, in particular, by checking with the library staff and reporting to management. The author concludes, "The best we can hope for is getting an occasional fix on what seems to be working well in the PR program or what should be scrapped without further notice."

Laughlin, M. "Action Activities; A Program of PR." Learning Today 9 (Summer-Fall 1976): 90-2.

Distinguishes between public relations and public information and discusses public information programs.

Lewis, F. "Practicing Public Relations: A Jigsaw Puzzle (with discussion)." Catholic Library World 49 (December 1977): 221-4.

Stresses the importance of public relations and suggests ways in which librarians can communicate with their publics.

Moore, L.A. "Trends, Innovations and Strategies in Library PublicRelations." Catholic Library World 46 (May-June 1975): 430-433.

"The author states that despite the increasing difficulties facing libraries today because of financial problems, there is a re-emphasis on professional goals and a rekindling of enthusiasm in the development of new library programs."

"Library Life (Programs)." American Libraries 9 (December 1978): 646-7.

Cites examples of creative ideas instituted by libraries in California, New York, Kentucky, Thailand, Arizona, and Florida.

"Library Public Relations." Catholic Library World 46 (February 1975): 282-95.

Library public relations is the theme of this month's issue which emphasizes that all types of libraries need a good public relations program. Articles include "Librarian, Teacher, Administrator Relationship;" "College Library Public Relations;" "Library Public Relations: A Comment;" "If the Truth Be Told . . . Some Reflections on the Function of Library Public Relations;" and "Bulletin Boards and Displays."

"Library Public Relations Council. Cited eight libraries for excellence in publicity." American Libraries 2 (September 1971): 857.

Reports that eight libraries were cited for excellence in publicity by the Library Public Relations Council of New York. Categories included best coordinated publicity campaign for a single project; best poster, produced from original art work and distributed throughout the community; and an award of recognition.

"Library Public Relations Council Announces Award Winners." Library Journal 99 (October 1, 1974): 2429.

Names the library winners cited for excellence in library promotion and publicity by the Library Public Relations Council.

"Library Public Relations Council Announces Winners of Library PR Contest." Library Journal 100 (October 1, 1975): 1757.

Cites six libraries and one company for excellence in library promotion by the Library Public Relations Council.

"Library Roundup in Pictures: Better Relationships Between Library and Patrons." Wilson Library Bulletin 44 (February 1970): 596-7.

"These photos, gathered from around the nation, show some of the local innovations and ideas that have made for slightly better relationships between library and patrons and for a mini-revolution in the general library image."



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Liebenow, E.L. "Library Public Relations: Needed Service or Expensive Frill?" Pacific Northwest Library Association Quarterly 39 (July 1975): 14-18.

Relates "a brief history and theory of the public relations effort in American business with an attempt to suggest its applicability to a non-profit organization such as the public library."

Loizeaux, Marie Duvernoy. Publicity Primer; An ABC of "Telling All" About the Public Library. 4th ed. New York: H.W. Wilson Company, 1959.

Includes planning the public relations program and a number of publicity examples. Contains a bibliography.

McBride, R. "Community Support and the Library." Illinois Libraries 52 (November 1970): 902-4.

Stresses that community support is essential to the existence of libraries and discusses how to involve people in the community in library affairs.

McGalliard, W.A. "Reaching Your Public." Oklahoma Librarian 22 (January 1972): 24-5+.

Is the text of a speech given at a workshop entitled, "Sharpening Your Public Image." Covers the need for interaction between libraries and the news media and how the media can aid in improving the public image of the library.

McGovern, G. "Damn the Torpedos, Full Speed Ahead! Designing a Public Relations Campaign." PLA Newsletter 16 (Summer 1977): 11-13.

Discusses how to go about designing a public relations campaign in terms of the mission, strategic manuevers, tactical considerations, and the battle plan.

McNeely, K. "Public Relations in the Library." Idaho Librarian 27 (January 1975): 10-14.

Gives guidelines for librarians who need to work with people at newspapers, radio, and/or television stations. Includes how to write a news story and/or script for the various mediums.

Mangeim, David. "Hustling for the Action Library." American Libraries 10 (February 1979): 65.

Describes the active Spotswood Public Library in New Jersey which David Mangeim directs.

Mangeim, D.S. "Defining Public Relations." New Jersey Libraries 11 (April 1978): 24-7.

Defines public relations using a motorcycle engine as an analogy. Stresses public relations as a process, not a conclusion in itself.

Marchant, M.P. "Public Relations and Library Power." Idaho Librarian 25 (July 1973): 100-6, (October 1973): 139-45.

Includes a discussion on occurrences affecting libraries, public relations regarding libraries, types of power, and power bases outside the library. An emphasis is placed on cultivating local influence networks.

Merrill, F.R. "Public Service Broadcasting and Libraries; Prime Time Public Relations." Wilson Library Bulletin 53 (February 1979): 448-51.

Reports on the Cleveland Public Library's experience in the public service broadcasting field.

Meyers, J.K. "Practical Public Relations." Ohio Library Association Bulletin 48 (April 1978): 19-20+.

Describes public relations ideas for small and medium-sized public libraries which can also be adopted for other types of libraries.

Middleton, D. "About Library Public Relations." Wyoming Library Roundup 28 (December 1973): 11.

Lists publicity ideas from a variety of sources used by the author, a school librarian, in an attempt to bolster circulation.

"Mini-Marathon Raises $$ for Alabama Book Budget." Library Journal 104 (May 15, 1979): 1098-9.

Describes a five-mile mini-marathon held by Alabama's Huntsville Madison County Public Library to raise extra money to buy books.

Murphy, L. and Maffini, M.J. "Outline for Organizing Library Programs and for Library Publicity." Atlantic Provinces Library Association Bulletin 41 No. 4 (1978): 77-81.

Part one discusses five stages in putting together library programs. Part two deals with methods to publicize the library.

"Natrona County Public Library, Natrona, Wyoming. Patron-Oriented Handout." Wyoming Library Roundup 32 (June 1977): 6.

Provides a sample handout for patrons on interlibrary loan service.

"NELA (New England Library Association) Public Relations Workshop." North County Libraries 12 (September-October 1969): 1-12.

Reports on the information conveyed at a public relations workshop held in Boston.

Nelms, W. "Practicing Librarian: Personalizing Service in a Growing Library." Library Journal 103 (March 15, 1978): 623.

Explains how the Bristol Public Library in Virginia-Tennessee is dealing with the problem of less personal contact in growing libraries by implementing a new books advisory service.

Newman, L.N. "Essential Preliminaries to Public Relations Action." Unabashed Librarian No. 25 (1977): 4-5.

Describes four planning steps that precede effective public relations. Also offers additional preliminary actions.

Norton, A. "Why Does a Public Library Need Public Relations?" Catholic Library World 48 (February 1977): 289-91.

"This article presents a picture of what staff is needed for effective Public Relations Programs and what are their duties; the role of trustees and directors; the benefits to communities."

Oboler, E.M. "Public Relations and Intellectual Freedom." Pacific Northwest Library Association Quarterly 38 (April 1974): 17-21.

From a talk for the Oregon Library Association Intellectual Freedom Workshop. Discusses ways to promote intellectual freedom. Oboler professes, "If public relations is really 'the planned effort to influence opinion through acceptable performance and two-way communication;' then the public relations of intellectual freedom must include all of the elements to be successful. Plan and make an effort to influence opinion your way,..."

O'Donnell, P. "Ways in Which Librarians Can Inform the Public About Services and Resources." Wyoming Library Roundup 28 (June 1973): 31-8.

The text of a speech addressed to a general session of the Wyoming Library Association Convention. Discusses what public relations is and how it can be implemented.

O'Rourke, E. "Libraries to Advertise." Assistant Librarian 67 (February 1974): 27-9.

Based on the experience of Lambreth Libraries, O'Rourke discusses what libraries should advertise as well as where. An example of advertising the library is to take the message "out"; as Lambreth does, by taking library displays to events.

Usborne, L. and Meyers, J.R. "Public Relations Problem Solving Model." Ohio Library Association Bulletin 48 (April 1978): 28-31.

Describes a public relations model containing thirteen elements from defining the problem and specifying the objectives to evaluating the results.

Owens, N. "Changing Public Relations." Oklahoma Librarian 20 (July 1970): 14-17.

The text of a speech delivered to a meeting of public librarians and trustees. Discusses the steps involved in creating a new image for your library.

"Pawtucket PR Campaign Brings in Library $ Vote." Library Journal 104 (April 1, 1979): 787.

Describes how a public relations campaign organized by the director of Rhode Island's Pawtucket Public Library aided in obtaining votes necessary to pass a $2.5 million bond issue to expand and renovate the library.

Pennsylvania Library Association. "PLA Public Relations Project Interim Report, September 1975." Pennsylvania Library Association Bulletin 30 (November 1975): 121-2+.

Reports on "the PLA Public Relations Project [which] is a 1-year program financed by a $75,000 grant of Title III LSCA funds made to the Pennsylvania Library Association by the Bureau of Library Development of the State Library of Pennsylvania."

Phelps, T.C. "PR Design and Community Response." Pacific Northwest Library Association Quarterly 36 (April 1972): 4-13.

Discusses public relations programs and publicity and provides examples used by the Salt Lake City Public Library.

Pierce, D. "Setting Priorities in the Public Library; A Selected Bibliography." Public Libraries 17 (Winter 1978): 3-4.

"The selective bibliography. . . is an attempt to provide a basis for planning that involves citizens and staff in group processes and helps place the library in the broader context of community development."

Posner, M. "P.P. (Program Planning) and P.R. (Public Relations): Two Keys to Circulation Success." School Library Journal 22 (February 1976): 15-19.

Describes the steps in program planning and public relations (PPPR).

"P.R.: Where it's at in Michigan Libraries." Michigan Librarian 39 (Summer 1973): 5-16.

Articles include "Public Relations in Academic Libraries," "Library Public Relations and Serendipity," "Strong P.R. a Key Ingredient in Successful Library Events," and "Apprenticeships and Training Programs Booklet Reaches a New Audience."

"PR Contest Winner." New Jersey Libraries 11 (June 1978): 23.

Announces the winning libraries in the 1977 Public Relations Contest sponsored by the New Jersey Library Association. Publicity categories included newsletter logo and stationary, brochures, annual reports, program announcements, promotional aids and audiovisual projects.

Proeschel, D.C. "Notes on Public Relations and Publications You May Have Missed." Public Libraries 17 (Fall 1978): 6-7., (Winter 1978): 5-7.

Lists materials that are free or can be purchased.

"Program Watch: Nostalgia, Sci-Fi, Disasters." Library Journal 103 (December 15, 1978): 2473-4.

Cites examples of how various public libraries around the country are using what is of current interest to people to attract them into the library.

"Publicity With a Purpose...for Libraries on a Shoestring." Library Journal 99 (March 15, 1974): 862-3.

"This information guide 'Publicity with a Purpose' has been prepared by the American Library Association-Children's Book Council Joint Committee to suggest to librarians ways in which they might publicize their library's services to children. The suggestions made are practical approaches to dramatizing services and encouraging library patrons to support library appropriation legislation."

Punch, K. "How to Sell a Library." Ontario Library Review 55 (June 1971): 69-71.

Describes a campaign to sell the library as a useful service to the people.

Quincy, Illinois. "PR Effort Logs Gains in $$, Circulation." Library Journal 103 (June 1, 1978): 1120.

Reports how the publicity campaign of the Quincy Public Library in Illinois has resulted in a larger circulation and budget allocation.

"Raising $$ for Books in Proposition 13 Country." Library Journal 104 (August 1979): 1512-13.

Describes how money was raised amidst the gloom of Proposition 13 to buy books and materials for the children's department of the Chula Vista Public Library in California.

Redfern, M. "Planning for Runcorn (public library)." New Library World 79 (November 1978): 209+.

Describes the market research study on the community to be served by the library in Runcorn.

Rice, Betty. Public Relations for Public Libraries; Creative Problem Solving. New York: Wilson, 1972.

Provides complete coverage on public relations for public librarians. Includes a bibliography.

"Richmond: Public Relations Workshop." Virginia Librarian 21 (October-November 1975): 11-12.

Reports on a public relations workshop which "stressed the 'ordinary' things that librarians can do to create a favorable impression of their goods and services."

Robbins, Jane Borsch. Policy Information in American Public Libraries: Effects of Citizen Participation. College Park, Maryland: University of Maryland, 1972.

"This study reports the results of a two-part project undertaken in order to assess the extent and possible effects of citizen participation in the policy making process of American public libraries."

Roberts, R.G. "Public Relations in Libraries. In British Librarianship and Information Science, pp. 581-9. Edited by H.A. Whatley. London: Library Association, 1972.

Focuses on the development of public relations in the areas of the use of printed materials, local radio stations, the press, National Library Week, library buildings, and modern management.

Ruef, J.A. "Connecticut McDonald's Does it All for the Library." American Libraries 8 (January 1977): 15.

Describes the support of McDonald's given to the Windsor Public Library which includes a workshop conducted by McDonald's Windsor manager on library staff attitudes toward the public.

"'Scarlet Letter' TV Special: Viewers Guide at Libraries." Library Journal 104 (March 15, 1979): 668.

Citing "Scarlet Letter" as an example, the article reports that, "Libraries are increasingly seen by the promoters of TV shows as a good way to reach people and alert them to the benefits of TV programs of an educational nature."

Schweibish, G.F. "Library Busy Calendar Ad in Local 'Penny-Saver.'" Unabashed Librarian no. 27 (1978): 30.

Contributes the idea of placing a calendar ad each month in the local newspaper of what is happening in the library.

Scilken, M.H. "Realism in Public Library Relations." Library Journal 97 (April 1, 1972): 1246-7.

The author focuses on two factors he believes are contributing to the dismantling of the public library system, that of the growth of school libraries in size and number and the misdirection of public relations in public libraries. He also advocates a nationwide campaign whose appeal should mainly be to nonusers and which should emphasize public library services of which nonusers would approve.

"Selling the Library: Fund Raising and PR." Library Journal 99 (December 15, 1974): 3166.

Lists examples of public relations activities of various libraries around the country.

"Selling the Library: Public Relations Programs and Visibility." Library Journal 99 (August 1974): 1895.

Cites how three public libraries are increasing their visibility.

Shields, G.R. "What Did You Do at the Ball, Cinderella? Public Relations in Libraries." Kentucky Library Association Bulletin 34 (April 1970): 5-7.

Ideas offered by the author include: libraries and librarians should have the advice and counsel of a public relations professional; a solution to the public relations problem can and must be provided by state libraries; and that if libraries choose to do so, there can be cooperative sharing of a public relations professional or services of a professional relations firm.

Sieburth, J.F. and Gleisner, D.S. "Talk Back - A Tool for Public Relations." RQ 17 (Fall 1977): 17-18.

Explains the Talk Back board used by the University of Rhode Island Library which provides dialogue in the form of posted questions and answers between library staff and patrons. Notes from patrons can be in the nature of complaints, questions, and suggestions.

Simmons, M.L. "Public Relations and the Library." In: Intellectual Freedom Manual, pp. 15-20 Part 4. Chicago: American Library Association, 1974.

Focuses on the implementation of public relations.

"The Source: PR and Publicity." See issues of American Libraries, beginning July-August 1975.

Cites examples of public realtions and publicity activities of libraries.

South, J.A. "Public Relations for the Public Library." ALA Adult Services Division Newsletter 8 (Winter 1971): 24-5.

Describes a five phase program dealing with public relations for the public library.

Spiegler, G. "Advertise! It Can Work for You." West Virginia Libraries 30 (Fall-Winter 1977): 42-3.

Reports on the creation and installation of four road signs advertising the local public library.

"Spotswood Promotion." New Jersey Libraries 11 (September 1978): 24.

Describes the Spotswood Public Library's public relations campaign in regard to the movie Jaws 2.

Starry, M. "Effective Library Promotion Builds Better Financial Support." Pacific Northwest Library Association Quarterly 38 (July 1974): 17-20.

Attempts to present a mainly theoretical view of library promotion. "This article has argued the relationship between promotion and finance, has suggested an approach to planning promotional events, and has explored some possible ways that the library schools may encourage the promotion of libraries." A bibliography is included.

Stiles, F.M. "Action, How to Get It Started: Effective Public Relations Techniques." Iowa Library Quarterly 21 (July 1972): 292-3.

Describes a workshop presented on public relations.

Swan, J. "New Visibility for the Small PL." Wilson Library Bulletin 51 (January 1977): 424-9.

Discusses public relations and offers suggestions on how small public libraries can increase their visibility. Includes a brief annotated bibliography of helpful sources.

"Technology, Libraries, and Public Relations." Audiovisual Instruction 22 (February 1977): 9-12.

Articles in this issue largely devoted to public relations include "Technology, Libraries, and Public Relations;" "The 'Selling' of Our Profession;" "The Shape of Public Relations: Performance Plus Communication;" "How Educational Administrators View the PR Potential of Multi-Image;" and "A Systematic Approach to Your PR Program."

Tomlinson, N. "Public Relations." New Library World 73 (October 1972): 413-14.

Describes the cooperative public relations efforts and the results received of a year long program commemorating three events.

Usherwood, R.C. "Library Public Relations: An Introduction." In Studies in Library Management, vol. 2, pp. 114-33. Edited by C. Bingley. Hamden, Conn.: Shoestring, 1975.

Topics covered in this introduction to public relations include the press, library publications, non-print media sources, library staff/reader relations, the image of librarianship, resources, and the importance of public relations.

"Virginia Library Tries PR in a Shopping Mall." Library Journal 100 (February 1, 1975): 258.

Reports on how the Portsmouth Public Library signed up new borrowers by booking space in a local shopping mall.

Vaughn, Mrs. S. "Service With a Smile." Idaho Librarian 22 (October 1970): 131-4.

Summarizes the general ideas on the library image conveyed by Dr. Massey in a three day conference in Boise.

Verrastro, C. "Publicity and Public Relations." New Jersey Libraries 7 (November 1974): 12.

Lists five magazines that will accept publicity for library events. The magazines are "Cue" and four New Jersey magazines.

"Volunteer (Story Hour) Festival." New Jersey Libraries 11 (September 1978): 25-6.



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Describes the participation of Mercer County Library in the "Volunteer Festival" at the Quaker Bridge Mall in which the library gave story hours.

"Volunteers in Libraries: Guards, Public Relations, Outreach." Library Journal 102 (October 1, 1977): 1996.

Reports on the increased dependence upon volunteers to assist with library programs and service.

Weisenberg, C.M. "Library Public Relations: A Backward Glance." Wilson Library Bulletin 45 (December 1970): 406-7.

Discusses the lack of good library public relations and comments on not seeing any signs for a commitment for public relations among library leaders.

West, V. "What Do You Know? (Press Release Sent to Local Newspapers From the Flint River Regional Library System to Promote Greater Understanding of Library Services in the Region)." Georgia Librarian 15 (May 1978): 31.

Describes the library in general, the regional library concept, and the Flint River Regional Library System.

Whatley, H.A. "Untapped Market for the Public Library: A Survey." Library Association Record 80 (September 1978): 447+.

Reports the result of a survey circulated to fifty British public library systems to learn about what is or is not being done to attract non-users to the library and its services.

Whipple, Helene D. Blueprint: A Library's Public Relations Program. Albany, N.Y.: University of the State of New York, State Education Department, New York State Library, Division of Library Extension, 1965.

Contains suggestions on how to go about a library public relations campaign.

Woodress, F. "Small-Town Librarians are Better Informed (Workshops in Library Public Relations)." Kentucky Library Association Bulletin 35 (October 1971): 32-3.

Lists observations and conclusions (mainly in regard to librarians' awareness and use of the media) drawn from responses to questionnaires and discussions held in relation to three workshops conducted on public relations by the State Department of Libraries and the University of Kentucky College of Library Science.

Wright, A. "Thirst for Publicity." New Library World 79 (January 1978): 253-4.

Comments on the lack of publicity libraries generally receive until for example, the Mansfield Library in Great Britain, makes the headlines when a license to sell alcohol in the library has been applied for. (The library building contains a lecture theatre, a group of meeting rooms, and a coffee bar).

Young, J.F. "What the User Wants When He Wants it: Community Relations for Library Systems." Wisconsin Library Bulletin 69 (March 1973): 83-6.

Discusses how libraries can identify and maintain contact with community groups.



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# KNOWLEDGE OF RURAL CHARACTERISTICS: KEY TO RURAL LIBRARY SERVICE

Michael Jaugstetter
Center for the Study of Rural Librarianship
Clarion, PA

In characterizing rural populations it is important to keep in mind that physical remoteness creates cultural and psychological differences as well. It is imperative, therefore, to take these factors into consideration when attempting to create or make more viable library services in rural areas. It shall be the intent of this paper to explore the traits of rural people and their libraries and to suggest some strategies to improve information dissemination in geographically remote areas.

Although one is more likely to see pickup trucks in downtown Clarion than in New York City, most stereotypes of rural residents are unfounded or rapidly disappearing. In 1975, 28% of America's population lived in designated rural areas, but only 2.5% were engaged in agriculture for a living. Most people lived in or around small towns, 98% with populations under 5,000 and 53.5% under 500.[1] This geographic isolation within rural areas, as opposed to remoteness from urban centers, is a leading factor in understanding the problems of linking people with existing services and the establishment of new problem solving services.

Before coming to grips with the methods to overcome the effects of isolation, it is necessary to discuss how this isolation effects the lives of rural people. The National Commission on Libraries' Conference on Library and Information Needs of the Nation (Denver, 1973) identified the ramifications of

isolation. Following is an adaptation of their findings and supporting data from more recent scoures:

1. The primary sources of information in rural areas is through oral communication.
2. Rural residents are physically remote from health and social services.
3. Rural residents are physically remote from adequate education and continuing education institutions.
4. Rural residents are removed from economic opportunity.
5. Rural residents are remote from special services for women, children, the elderly and handicapped.
6. And remoteness from choice of mass media.

These six findings are supported by more current data. Point one, "any information tends to bear more credibility if its mode is personalized and individualized."[2]

An estimated 1.17 million people have no health care facilities in their home counties. Doctors are also scarce in rural areas where a ratio of 49.5 doctors per 10,000 inhabitants exist as opposed to 167.4 per 100,000 in urban centers.[3] As recently as 1976 132 counties with a combined population of one half million had no resident doctor at all,[4] which further substantiates point 2.

As to point 3 and remoteness from educational opportunities: the inadequate tax base of rural areas contributes significantly to below average school programs, facilities and teachers. In 1976 12.2% of all rural students ages 14 to 17 were estimated to be below grade level as compared to 9% in metropolitan areas. Even though functional illiterate (persons age 25 or

above with less than 5 years of elementary education) have statistically declined in rural areas between 1968 and 1975 (29.8% for males and 32.9% for females), the presence of below grade level students indicates the paucity of educational programs in rural areas.

The lack of rapid transportation of material ideas and current information effects both the rural businessman and worker. Although there has been a trend in the past few years for industry to move into rural areas, several factors reduce their impact, leaving rural residents remote from economic opportunity. Rural workers are usually paid less than workers in comparable positions in urban centers and upward mobility is hampered by the policy of controlling corporations to send in outside managerial personnel. This urban control of the new rural industries has reduced the benefits to both the local businessman and the indigenous worker.[6]

Traditional views retained in most rural areas have kept women, children, the elderly and handicapped groups closely confined in family situations. Although these situations can be gratifyingly secure, opportunities for personal and educational development can be severely limited by the families' resources and expertise in dealing with supportive institutions.

Most rural areas do not have a base of support for localized media production. Reliance on media services from the nearest urban center precludes the rapid dissemination of information pertaining to local interest and needs. New technologies, i.e., Cable TV, have not taken full advantage of their potential for service to limited audiences, further supporting point 6.

Lack of transportation and communication facilities to overcome the great distances in remote areas are an obvious factor in the perpetuation of the above conditions. The absence of public transportation coupled with the

longer travel times to work, reduces the time and the opportunities rural people have to use the county services that exist. The percentage of rural households without telephones is surprisingly high. In 1970 they ranged from 32.7% to 6.1% in rural areas and from 67.3% to 5.4% in isolated rural counties.[7] Compounded by the low number of operating hours of rural libraries, it can be surmised that regardless of rural peoples' desire to use libraries, getting to one may be out of the question.[8]

But, as previously stated, cultural pecularities of rurality must also be taken into consideration in understanding why libraries have failed to become intergrated parts of rural life. Suspicion of outside influence and institutions is a stereotype of rural people that may be more factual than a pickup in every yard. The lack of large concentrations of people and even the scarcity of doctors, businessmen and other professionals can be seen as an asset for this allows most people to be personally familiar with a majority of individuals in their community. Information and assistance from familiars is not only possible but preferred. Outside persons, with no longtime contacts in the community, are suspect. Institutions, with impersonal rules and procedures, are also suspect because they can be viewed as agents of outside control. "Outside" is generally associated with all the ills of urban industrial society.

How are libraries effected by this "anti-outside" feeling? Rural libraries are certainly small personal community places, but regardless of how accessible to their public, they have not been successful in establishing themselves as centers of information and culture. It is this author's opinion that libraries are underused in rural areas not because they have been the

victims of community suspicion, but that because they exhibit the same suspicious characteristics as the rest of the community, they have failed to adopt "outside" innovations thus rendering themselves impotent to provide suitable services.

The traditional character of rural libraries (fixed locations and limited hours) is not reflective of the people they purport to serve. Book orientation in an orally predisposed society is also not conducive to maximum use. "In audiovisual holdings, rural public libraries held an average of 320 titles per library, contrasting with 1,000 titles for all public libraries in the United States."[9] Books which are available tend to ignore the educational level materials available. The low percentage of trained professionals and volunteer staff also ignores the personal preferences and needs of the rural patron.[10] Given the preference of patrons to seek aid from the familiar and to avoid strangers, it seems that those on the staff most likely to be consulted are those who are least likely to provide competent answers.

To increase the use and effectiveness of rural libraries it is no longer appropriate to deal with only the isolation of remote people. Changes appropriate to the character of rural America must occur. In the past bookmobiles and books-by-mail have been used extensively but these have usually been a mere physical movement of books with little consideration for the peculiar information needs of their patrons. Quite a lot of research has been done about the merits of bookmobile service vs. books-by-mail especially from a cost analysis of view. In the writers opinion these people have missed an important point by overlooking who they are trying to serve and concentrating on how they are going to do it. Some have come very close yet emotionalism has obscured their view. In the first year report for MAILIBRARY, a Mississippi books-by-mail program, it is stated:

> (I suggest) these people who regret losing the bookmobile so strongly... are people who are using the bookmobile as a social service rather than as a library; they want visits, they want attention, they want some excitement in their lives. If this is a justified library service, then the bookmobile still has a place; if the provision of books and information to people is the purpose of the library, then I believe the bookmobile has seen its day in many rural areas.[11]

I suggest that these people do want visits, attention and excitement. There is a person aboard the bookmobile with whom they have developed a personal relationship and from whom they receive personalized and orally transmitted information about events and services they cannot get from the far removed and impersonal primary agency (i.e., social services). Studies have shown that these people who want attention are primarily women, juveniles and the elderly. This group covers most of the special groups whose isolation is compounded by "protective" situations. This is not to suggest that bookmobiles are the answer to rural library service for too many problems are associated with them. (In all fairness many of these problems could be solved and more paperbacks, AV titles and high-interest low-reading level materials would be a start). It does suggest, however, that the bookmobile has come the closest to putting together those features most suitable for rural service: mobility and personalization. Mobility can overcome the lack of transporation and personalization can overcome the basic withdrawness of the people.

It may be beneficial at this time to examine two other mobile library services that are not bookmobiles:

The State of Alaska, in order to serve isolated communities with poor or no road connections to the outside, sends a librarian with a small collection of books and tapes by boat. This is not in itself so very remarkable until one discovers that the library does not own the boat. The librarian hitches a

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ride with a traveling missionary who visits isolated settlements once each month. The library uses him for transperation and for an introduction into the community. The cost to the library is only for salary and materials.[12]

Portable kiosks set up for a period of time in shopping centers and other highly visible areas have proven to be another successful method of providing library service in underserved places. An important aspect of this method is that about 10,000 volumes can be accommodated by these kiosks as opposed to 2,000 in a bookmobile. Direct phone hook-up to a main library is also possible to facilitate full reference service. In one experiment in using this method on a 2½ month trial period, over 20,000 books were circulated and 2,000 new patrons registered.[14]

There are many more examples of innovative outreach programs. However, it is the intent of this paper to propose that the human element is the most important aspect in rural library service. I believe the reason the above examples are successful is that there are people present.

One of the first steps rural libraries can take to increase their effectiveness is to take advantage of their local help's acceptance by the community.

> The use of trained indigenous paraprofessionals has been shown to be more effective in dealing with rural people particularly the disadvantaged, than either professionals indigenous to the area or paraprofessionals and non-professionals from outside the areas. Given the shortage of professionals, the need for employment and personalized service, and proven effectiveness of indigenous paraprofessionals, the logical model is a number of paraprofessionals working with one professional, the latter being responsible for locating information and organizing service, the former for the transfer of information.[15]

This approach relies upon close cooperation between the professional coordinator and the paraprofessional information disseminator. On the job

training involving communication skills, reference service and source, and community assessment must necessarily be conducted simultaneously.

Interagency cooperation with others possessing information vital to rural residents is needed on a more intimate level. Extension agents, social service works, health care works and a myriad of other organizations from the scouts to church groups must all become aware of each other's services. "One crucial need that interagency coordination can meet is transportation--the transporting both of information to the user and of the user to the service."[16] If libraries already have a relationship developed with their communities, it would benefit all involved if representatives of other vital service agencies could use library facilities. Health service workers providing hearing or blood pressure testing at bookmobile stops is an example of what might result. Conversely, deposit collections of materials, publicity, bibliographies and catalogs should be made available in cooperating agency offices. A bibliography on child care may go over well if placed in a well baby clinic.

All of the above programs and suggestions may sound either very exciting or very improbable according to one's optimism level, but what is the outlook for real change in rural areas? Since the rise of the industrialized world populations have been flowing from the countryside into cities, effecting all aspects of modern history. Recently, however, this flow has begun to reverse, at least in the United States. Change has already begun and with it the potential for more change. Kenneth Bock, Professor of Sociology at the University of California at Berkeley, has recently probed the process of societal change:

> Human activities are the conscious doings of people that go beyond and depart from both biological and traditional bonds. Human behavior is the routine doings of people that have become habitual and unexamined as a result of becoming fixed by biological or traditional controls...It is clear...that customs of peoples and the sanctions enforcing them--are powerful shapers of habitual behavior. When, for any reason, the hold of tradition on people is loosened, human activity becomes possible.
>
> We know that societies in different times and places have confined persons in routine patterns of behavior to different degrees. To the extent that a social group is isolated from contacts with other, different groups, persons will be shielded from circumstances in which they can or must react in thought or deed to the new...Societies whose integrity or existance have not been threatened for a long time by other societies escape a major kind of stimulus to action and can safely move along customary lines of behavior. But when societies as such are shaken by intrusion or invasion by other and different peoples, passive behavior is difficult and the possibility of alternate conduct might be presented for the first time. Any new experience or change of conditions opens possibilities for innovative activities, and the greater the contrast to a previous setting the more compelling the call for action.[17]

Rural America, therefore may be predisposed to dramatic change and an increase in the need for information seems inevitably a part of this change. Libraries must become aware of the nature of this change in their community. More importantly, an understanding of where their users are coming from is necessary for the development of services and delivery systems which will allow both rural library and resident to change together.

FOOTNOTES

[1]Ann Drennan and Henry Drennan, "Rural Populations in the 1970's," Library Trends 28 (Spring 1980): 495.

[2]Ibid. : 496.

[3]Ibid. : 499.

[4]Ibid. : 510.

[5]Ibid. : 504.

[6]Joel Garreau, The Nine Nations of North America, Boston: Houghton Mifflin, 1981.

[7]Drennan: 497.

[8]Bernard Vavrek, Reference Service in Rural Public Libraries. Clarion, PA: Center for the Study of Rural Librarianship, 1983.

[9]Drennan: 497.

[10]Drennan: 501.

[11]Teh-wei Hu, Bernard Booms and Lynne Warfield Kaltreider, A Budget-Cost Anaylsis of Alternate Library Delivery Systems, Westport, Conn.: Greenwood Press, 1975: 28-29.

[12]"Alaska Library Afloat" American Libraries 4 (July 1973): 416.

[13]"Circulation Figures for Kiosks 'All Gravy'," American Libraries 11 (January 1980): 13.

[14]Proceedings of a Conference on the Information Needs of Occupational, Ethnic, and Other Groups in the United States, by Carlos Cuadra, Chairman. Washington, D.C.: Government Printing Office, 1974: 184.

[15]Ibid.: 185.

[16]Kenneth Bock, Human Nature and History, New York: Columbia University Press, 1980: 191.

# OUTHOUSE DISPLAYS: A RURAL LIBRARY BONANZA

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I can assure you that the most likely image conjured up by the title of this presentation is the wrong one. It has nothing to do with half moons on oaken slab doors nor outdated Sears and Roebuck catalogs hung on rought hewn walls. Out-house displays is descriptive of displays that are in contrast to in-house displays. They are displays which introduce an element of merchandising into library public relations and which can be an effective answer to some major public relations problems confronting the rural library as the battle for public funds becomes more competitive.

Among the problems we face are reaching more of our geographically isolated population not now served, building more substantial relationships within the commercial community and in general, establishing a more positive image of ourselves as a viable community resource.

Perhaps some rural public libraries have not become too involved in the area of public relations. This is understandable in view of the reality of short staffing and the fact that so much of our energies must be spent in the daily struggle to provide the basic necessities of library service. It is, nevertheless, one of the most important aspects of rural librarianship and, as will be noted later, within the reach of most small public libraries.

Although there are many definitions of the term public relations, Allen Angoff seems to say it all when he states,

> "If you can communicate the essence of your library to the appropriate audience, to the people for whom it has much to offer, if you can somehow fix the library in their minds as a resource of incalculable value, and if you can do it in a manner so effective that it brings them to the library or makes the library an important personal interest, then you have achieved the prime objective of library public relations."[1]

An analysis of Angoff's statement reveals three important points to be considered. The first deals with the audience to whom you wish to appeal, the second lies in the phrase about fixing the library in their minds as a "resource of incalcualable value" and the third in the phrase about "an important personal interest." These three ideas are virtually inseparable in the application I assign them.

The rural librarian probably doesn't need the Planning Process[2] to tell her who she needs to attract to her library. Although we have segmented publics like the urban library, Wessie Connel puts it quite succinctly by indicating that "our advantage rests with constant, close observation" of them.[3] Constant close observation of our communities and our people is the advantage that enables us to pin point a specific group toward which to mount a public relations campaign.

My own community, for example, is currently in dire economic shape. An unemployment rate of over 14% coupled with recently doubled real estate taxes brought on by the fiscal irresponsibility of our county officials have taken their toll. Although we have already seen increased use of materials in the areas of applied arts and sciences, we are aware that there are many more people "out there" who could benefit from these resources but who are among that large portion of the adult population who traditionally do not consider the public library for any reason let alone as a vehicle to implement survival in difficult economic times.[4]

If we, then, make the decision to try to appeal to the many area residents whose budgets are being strained by unemployment and/or increased tax rates on their homes, this groups of economically distressed people becomes an appropriate audience in whom we wish to create an awareness of what we can offer them. Having an appropriate audience, we must now consider how to attract their attention.

Traditional public relations dissertations emphasize the use of a number of different methods of conveying the library story to the general populace. They include the use of radio, television, newspapers, programming and in-house display.[5] Although some of these methods can be pertinent in rural library public relations, their value is peripheral in this particular situation.

Many small town radio stations, for example, do not do much in the way of local public service announcements. Relying heavily on professionally produced PSA's that deal with national causes, it is difficult for the rural library to secure adequate air time for program promotion. There may be a community bulletin board type of presentation but a group or organization using this means is generally limited to a three or four days-in-a-row statement concerning an upcoming event, usually at the same time or times in the station's daily schedule. One cannot possibly convey the essence of a subtle public relations endeavor through the spoken word, anyway. How can you tell a group of people that you want to offer them something because you know that they need you because you know that they are in the midst of a battle for economic survival? They wouldn't hear it even if you could or had the audacity to do so.

Television is an even less effective medium for rural public relations, no matter the nature of the project. In addition to all of the facts mentioned in relations to the use of radio, another obvious one comes to mind. The rural library doesn't usually have access to a television station. Although small town television stations are beginning to spring up here and there, it will be quite a while before most of us have access to totally local programming through that medium. Unhappily, none of us can follow the lead of libraries in the St. Paul-Minneapolis area that recently spent $10,000 for spot ads in an effort to lure new patrons into the library. One suspects, anyway, that the expense was out of proportion to the result as the report of this activity was concluded by mild statement to the effect that new patrons have appeared through the area.[6]

Newspapers have been important to all of us in one way or another and particularly in relation to news stories about our libraries and various programs we may wish to promote. Unfortunately, the use of classifieds or visually arresting display ads are economically difficult for us to deal with. Beside that, in relation to the appropriate audience we have chosen (financially distressed people), we gamble if we try to reach them through newsprint as a daily newspaper might well be an unaffordable luxury for our audience.

Obviously, programming and in-house displays will not help us to reach the group we have earmarked for our public relations thrust. Under the best of circumstances, programming only reaches a select few who are already acquainted with the library and of course, in-house displays only reach those who are in the library to see them.

Realizing that it isn't likely that we are going to solve our program through the use of traditional public relations techniques, we must come up

with a new approach in our attempt to establish the library as a valuable resource in the minds of our target group. In trying to create an alternative method, the current "marketing of the library fad" comes to mind. Although much of that concept is without practical meaning for the rural library, one aspect of the marketing concept strikes a chord. It lies in recent efforts of some libraries to establish branches or information kiosks in shopping malls.

This strikes a cord because we sense that our problem can only be solved by touching people where they are. We know that we must go to them before we can get them to come to us. Obviously unable to set up a branch or even a small walk-in kiosk type facility, we must adapt this idea to our purposes and to our limited means.

Recalling the recent success, as indicated by subsequent circulation, of an attractive display of library books on quilting which our library set up at a quilt show sponsored by the Hospital Auxiliary, the prospect of using merchandising techniques in other ways becomes a distinct possibility. If we believe that merchandising is aimed at the direct stimulation and motivation of "consumers" (our projected public) to "buy" (use our resources) then we can surely mount our attack on that premise.

A brief look at motivational behavior might be helpful here. There are a number of schools of thought about motivation in the field of psychology, but we find Lewin's ideas on the subject to be particularly appropriate. Simply, Lewin associated need with any motivated state, suggesting further that need creates an emotional situation described as tension. In other words, a need creates a tension which motivates an individual to act in such a way that the tension is relieved.[7]

Applying this to our situation, it occurs to us that through the use of marketing techniques we can create the notion of need for library resources in a prospective patron's mind which might, in turn, bring him into the library.

A perfect example of what happens when a need is created through marketing techniques can be shown when we consider what happens when we go into a book store. Although we may have gone into the shop just to buy a book of poetry for great Aunt Alice, we are suddenly aware that there are a lot of other books that we need but had not considered prior to seeing them on display. The same thing happens at the super market or the card and novelty shop or the hardward store.

Although it seems that not too much has been written by marketing people about the function of retail display in the area of merchandising, some purposes have been outlined. Two that apply to our goal are to remind customers (potential patrons) of our products (our library resources) and to stimulate impulse buying (to create a tension which can be resolved by going to the library).[8]

Before going on to a description of the elements of our out-house displays, we must decide how to reach the prospective patron. Where will his needs, those emanating from his unstable financial situation, be likely to take him out there in the marketplace? He will undoubtedly be found in the places that will enable him to trim his budget. For example, the prospective patron will be found in the hardware store as he gears up to do his own home repairs, or in the auto parts store as he find it more economical to maintain his vehicle himself or at the fabric shop as a great savings can be had in creating one's own clothing. It is hoped that a meaningful display of library materials in locations such as these will reach our appropriate audience, con-

veying the idea that the library has much to offer in response to their needs. It is hoped that the library will become an important personal interest.

A little play of imagination will suggest other potential audiences. Our library, for example, has recently made arrangements to display large print materials in an optomitrist's office. Many people with failing eyesight aren't even aware that such resources exist. What better place for them to discover it than in the eye doctor's office?!

Another display is planned for a local Health Fair being sponsored by our hospital and centering on the theme "Wellness." Health-oriented filmstrip-cassettes will be played continuously, exercise and diet books as well as those dealing with how to live with specific diseases such as diabetes and stroke will be featured and information about the Tell-Med line to which our community has access and which is sponsored by our District Center will be handed out. Indeed, it would seem that there is no end to the appropriate audiences in our midst or the number of places you can go to attract their attention - to make the library a resource of vital personal interest.

A little more imagination will reveal that beside reaching a particular audience, out-house displays such as those mentioned above have auxiliary benefits. They will provide an opportunity to establish contact with business and professional people within your community and to build a cooperation which will benefit everyone. You will also be creating an image for your library that relfects an awareness of community needs as well as a concern for the information needs of area residents. Even if a need for library resources isn't created within all of the people who see a particular display, a subtle psychological process will take place in which the image of your library is mentally stored away for future reference and for now unfelt needs that may appear later.

The execution of out-house displays come down to certain principles and although the displays themselves can take many shapes, they must embody certain elements:[9]

1. Attractive and eye-catching are vital descriptive adjectives for merchandising displays.

2. A strong identification with the library must be evident.

3. The items being displayed must be of such quality that they build confidence in the prospective patron (e.g., if the only book you have on restoring auto finishes is worn and battered, don't display it. Although that condition reflects great patron usefullness and its past value to other, shoddy "merchandise" is a turn-off.)

4. Provide enough explicit but concise information so your meaning can be recognized and understood at a glance.

5. The display must create an appropriate atmosphere (e.g., a pink background might be suitable for your display at the fabric center but quite inappropriate at the auto parts store!)

6. Try to include a give-away with your display so that the prospecive patron will have a reminder to carry away with him.

At this point a lot of rural librarians, unaccustomed to this kind of public relations perspective, are probably shrugging their shoulders --feeling themselves unable to meet such a challenge due to a lack of time, staff, money and/or creativity. Take heart, for if you really feel that this kind of promotion would have merit for your library any of these real or imagined drawbacks can be surmounted.

After making the commitment, brainstorm with staff, friends, trustees -- any interested parties. The ideas will flow as will the names of people you know within the community who have the necessary talents to help carry out the project. Your high school wood-working classes, for example, might build display boards to your specifications for no more than the cost of the materials. Art classes might be interested in designing appropriate displays

within your guidelines. There are many possible resources from students to retirees. Include them all as potential helpers.

If money is a problem (and when isn't it?) be a little heretical in your next budget and divert funds ear-marked for programming and audiovisual materials. You will surely get more for your money through a display project as you will reach new people, hopefully creating new interest in and support of the library.

If public relations time isn't already set aside in your busy schedule, make an effort to do so. It need not be much as one of the interesting aspects of this type of endeavor is that you can really think about it any time -- while driving to work, doing laundry or whatever. In fact, before you know it, whenever you go within your community you will find yourself automatically thinking about who you might reach there and how you will go about it.

The kind of out-house display ideas dealt with here are designed with emphasis on our most important resource: Books. It is a straight-forward approach to reaching potential patrons and avoids the image so frequently promoted today in which the library, as so aptly described by Will Manley, becomes a "sort of schizzy, mixed bag of toys, tapes and Trollope."[10] It is an approach which holds promise for expanded service, expanded patronage, expanded circulation and expanded awareness, both people and political-wise. What more could you ask!

FOOTNOTES

[1]Allen Angoff, ed. Public Relations for Public Libraries: Essays in Communication Techniques (Westport, CT: Greenwood Press, 1973), p. vii.

[2]Vernon E. Palmour, Marcia C. Bellassi and Nancy V. de Wath, A Planning Process for Public Libraries (Chicago: American Library Association, 1980).

[3]Wessie Connell, "Public Relations for the Small Public Library" in Public Relations for Public Libraries, ed. Allen Angoff (Westport, CT: Greenwood Press, 1973), p. 92.

[4]Douglas M. Knight and E. Shepley Nourse, eds. Libraries at Large (NY: R. R. Bowker, 1969), p. 76.

[5]Steven Sherman, ABC's of Library Public Relations (Metuchen, NJ: Scarecrow Press, 1971).

[6]"Libraries Opt for Paid Aids to Lure New Patrons" from "In the News" in American Libraries, March, 1979, p. 105.

[7]International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology, s.v. "Motives and Needs as Traits," by Abraham K. Kourman, Marguerite F. Levy and Walter Reichman.

[8]John F. Luick and William L. Ziegler. Sales Promotion and Modern Merchandising (NY: McGraw Hill, 1968), p. 91.

[9]Adapted in part from Luick and Zeigler.

[10]Will Manley, "Facing the Public" in Wilson Library Bulletin, January, 1981, p. 367.

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# DEVELOPING A COMMUNITY INFORMATION SERVICE IN A RURAL SETTING

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## Introduction

During the last ten years the concept of information and referral services has become accepted as a legitimate function to be developed and carried out by public libraries interested in improving and expanding services to their communities. The majority of these information and referral centers have been established in urban areas as a response to the tremendous growth in social service programs in order to provide access to an overwhelming array of public and private services designed to serve the employment, housing, health, education, and recreation needs of urban residents. Many of those in need could benefit from the expanded services if they only know of their existence, knew eligibility rules, knew where and when to go to obtain help, knew how to cope with the bureaucracy and knew how to fill out the forms. Neighborhood information centers aimed their services at particular community groups in need of specialized assistance and gradually enlarge their scope to include all citizens.

In keeping with usual trends of development in rural areas, information and referral services are not widely provided in spite of the obvious need for them. Access to human services may be even more difficult in rural areas where low population density and distance between communities tend to isolate people. While many types of service organizations may exist, they are usually

scattered over a wide area involving several counties with little commitment to outreach, transportation, or follow-up. Directories and other publications serve a localized area, further limiting access to information.

The purpose of this paper will be to investigate the nature and objectives of community information service and relate these ideas to the development of a public library information center in a specific rural setting, i.e., Brookville, Pennsylvania. As more services become available to residents of small communities in outlying regions and the population shift continues in the direction of rural areas, small public libraries may be motivated by their desire to provide relevant service, to include an information and referral program as part of their concept of community service.

## Background and Definitions

The need for effective information and referral programs is a fairly recent event in terms of history. This need has been created during the last few decades by the proliferation of social services available to the average citizen in areas such as housing, health, family planning, recreation, legal aid, drug information, and welfare. These services have remained largely inaccessible to a great number of people who need them because of the difficulty in overcoming barriers of poverty, ignorance, and prejudice. Information and referral services have been established to alleviate the confusion and frustration in the delivery of increasingly complex human services.

Initially, information and referral services were carried out under the auspices of private and public social agencies, but these were usually narrowly focused and rarely neutral. The first public attempts to provide comprehensive information and referral were the creation of the British Citizens Advisory Bureaus and the similar American Community Advisory Centers after World War II.[1] During the 1960s, the Public Health Service, the Administra-



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tion on Aging, the Office of Economic Opportunity, the Community Services Administration, the General Accounting Office, and Housing and Urban Development all engaged in activities identified as information and referral but which concerned themselves primarily with disabled, chronically ill, or aged clientele and the facilities serving these people.[2] In the private sector, the United Way, the Easter Seal Society, the Urban Coalition, and various special interest groups and social agencies have established information centers on a local basis. Information and referral activities have become more complex along with the increasingly complex field of social services, involving the use of classification systems, computer technology, and the appearance of "I & R specialists." The growth of this new professional community is reflected in a national professional association, the Alliance of Information and Referral Systems (AIRS), various state organizations, annual national conferences, and a developing body of literature including a specialized "I&R" journal.

Finally, public libraries have become active participants and developers of information and referral programs. Motivated at first by their need to engage in pursuits more relevant to the needs of inner city residents, library community information services have expanded to meet the needs of all citizens requiring access to information affecting their daily lives. The interest in information and referral service shown by librarians has resulted in the formation of the Community Information Section of the Public Library Association (division of ALA). This section has hosted workshops to discuss information and referral service within public libraries and the need to develop national standards or guidelines. I&R services in libraries are typically an addition to an already existing reference function and involve providing information about social services along with the more traditional reference questions. A

survey of six hundred public libraries by Thomas Childers showed that 68 percent claimed to be engaged in I&R services. However, Childers pointed out the difficulty of measuring the "bandwagon effect" because public libraries tend to confuse traditional library services with information and referral services, and it is currently popular to list I&R as one of the services offered by libraries.[3]

This confusion and accompanying controversy over the meaning and nature of information and referral has resulted in the adoption of a consistent definition and national standards by AIRS. Thus information and referral describes the active process of linking a person with a need or problem with a service which will meet the need or solve the problem.[4] The importance of the terms "linking" and "process" must be emphasized in relation to this definition, since information and referral consists of creating a liaison or "link" between problem and solution, need and resource, by means of effectively communicating information to help patrons solve their problems and get the services they need. Information is the link by which a "process" is carried out enabling successful communication involving specific individuals in specific problem situations.

Community information centers vary in the kinds of functions performed, ranging from limitation to information only, to provision of referrals to other agencies, and finally to active involvement as an advocate. In establishing an information center it is essential to predetermine the role which the center will play since this role will affect the type and amount of information collected, the population served, and the type of staff chosen to perform the duties. The full range of possible activities which may be undertaken by an information and referral center have been listed by Frank Kopecky in his analysis[5]:

1. Information. In the narrow sense, information involves answering questions about service, facilities, programs, and law which are not specific to any particular individual.

2. Advice. Advice differs from information in that an individual interpretation is called for, usually an assessment of the situation.

3. Steering. Steering consists of directing a person to another place where the information, advice or service can be found.

4. Referral. Unlike steering this generally involves contacting the agency or group which can give the needed assistance. An appointment is made, and sometimes the person is transported or escorted.

5. Personal assistance. This function could involve aid with filling out or making an inquiry by mail or telephone.

6. Casefinding. Also known as counseling, this function involves a determination of the true nature of the problem through an in-depth interview to diagnose the situation, to identify at the operational level those inquiries which require specialized services, and to develop referral strategies to meet the person's needs. This differs from social casework in that the diagnostic process is preliminary and aimed at finding an agency which can meet the need as presented. It is the role of this agency then to develop the appropriate treatment.[6]

7. Follow-up. Also called case accountability, this function requires that the information center re-establish contact with the inquirer to determine whether the information provided was satisfactory or whether the referral agency was able to help. This is important in view of the number of uncontrolled variables which may have affected the communication as a result of interpretation or translation.

8. Outreach. This is an effort to attract patrons to the information center. Advertising and attending meetings are examples of outreach.

9. Feedback. As a result of analyzing the type of problems brought to the attention of the information center, a pattern of community need may be detected. Statistics can be kept and made public to help planners.

10. Advocacy. This involves not only the giving of advice and information but taking of further steps to see that results are achieved.

There has been a great deal of controversy over the issue of advocacy as it applies to a function of a community information center. Advocacy by library information centers is recommended by Croneberger and Luck as a type of interpretation/intervention.[7] In this context advocacy is not a political activity, as viewed by those who disapprove of this type of role for information centers, but is a much needed and appropriate aspect of information and referral. As the purpose of the information center is to help patrons get information and services which they are unable to get on their own, it may sometimes be necessary for the center to intervene more directly between the patron and the agency in order to accomplish that purpose. When intervention is required the appropriate role of the center is that of an interpreter. Some patrons may need an interpreter to deal with agencies, possibly because of language difficulties or because they do not know how to communicate over the telephone. A patron may seek help from an information and referral center after failing to receive the service he wanted from an agency, and as a neutral third party the information center may be helpful in dealing with the agency to interpret the patron's situation and the agency's response. This involvement may be enough to give priority to the case in question and obtain the desired service.

In a related issue concerning the advocacy role of information centers, Kopecky[8] also stresses political neutrality; however, the complexity and importance of local political issues must not be ignored by the library information center. If citizens are to function properly in the political process, they must have access to the information available for use in advocacy and political activities. As a source of current community information available to the general public, the library can provide an essential role in the advocacy process without becoming directly involved in confrontation. This role is to collect and make available the information with which an involved and informed citizenry can actively participate in the political process. Information can be kept, for example, on police, education, public housing, public health, zoning, and other areas of local public interest. Local newspaper clippings organized and filed by subject can be kept. Rules and regulations of various government programs can be maintained and copies of all planning reports concerning the community can be obtained and made available. In this way the library goes beyond the referral function by supplying the information which is needed for successful advocacy.

In seeking justification for public libraries establishing community information centers, Joseph Donohue has described the features which make the public library suited to the task:[9] 1) its primary function is to provide information; 2) it exists to serve the entire community; 3) it has broad subject capability; 4) its staff specializes in collection, storage, and retrievel of information; 5) it is impartial, devoted to the general interest, rather than special interests; 6) it is a public, non-profit agency, but it is also a collaboration between the public and private sectors - thus it has some independence from political control. It is noted that referral service

is not a new concept to public libraries; librarians have always done referral work, although not necessarily with "daily living" problems, but they have maintained files of resource people to call upon when the library could not provide the answers. What is new for the library in establishing a community information center is the requirement for dealing with "elusive" sources.[10] The library would be responsible for the identification and collection of non-published and informally published data in order to bring the information seeker and information source together. Although the library's book collection or other published sources would not be ignored when appropriate, the library would actively seek out the needs and specialized sources of information existing in the entire community.

## Brookville Area Library Information Center

Brookville is a rural town (borough) in northwest central Pennsylvania with a population of 4,800. It is the county seat of a totally rural county having a population of under 50,000. All surrounding counties are also rural in nature and population; the nearest urban centers are approximately 100 miles in any direction (Pittsburgh, Erie, Altoona). The towns in this area are located twenty miles from one another with farmed and forested countryside and tiny communities inbetween. The major industries in the area are mining, lumbering, and farming with a small amount of manufacturing. Brookville's working population consists mainly of retail establishments, government (borough and county) employees, service occupations, professionals, and trades people. There is a large elderly population and an attempt on the part of government and social organizations to provide the services they need. Cultural events and educational opportunities beyond the one public high school

can be obtained only by driving at least twenty miles from Brookville. Public transportation consists of infrequent and limited bus service between the towns; everyone is totally dependent on the automobile for daily living.

This plan for a Library Information Center would meet the challenge of linking the residents of the rural Brookville area with needed services which are widely scattered throughout the several surrounding counties. The information files, staff, and telephone would be located at the Rebecca Arthurs Library in Brookville and would be available to patrons initially during the hours the library is open (40 hours per week). The hiring of an additional staff member would be necessary to administer the gathering of data, set up the files, and oversee the program. It should require approximately six months to implement the program.

## Objectives of BALIC

1. To create an expanded information service within the public library which will assist individuals and organizations with finding information and information sources in answer to particular needs and will enable the general public to use effectively the available community services, facilities, and resources, both public and private.

2. To identify on a continuing basis the current informational needs of the entire community (to include the outlying areas around Brookville) and include those who are not now library users. The center should seek to identify sources of information both within and outside the library system which relate to problems of rural life.

3. In defining the role of the center, it would be concerned mainly with the identification, acquisition, conservation, and dissemination of information

through a process of communication between patrons and agencies. In order that the center be a reliable, unbiased source of information to all groups, it is vital that it be impartial. It is recognized that the roles of counselor, adviser, and advocate are important to the improvement of social conditions; in this context the function of the center is to enable those individuals and groups competent to fulfill these roles to operate more effectively by providing necessary information services.

4. As the basic tool of the information center services, to establish a Resource File of all identifiable sources of information, published and unpublished, to be made accessible to all citizens of the community. These resources may also include the names of persons with particular subject expertise who are locally available to answer questions. The Resource File may be used to compile a Directory of Community Services which would be circulated among the public.

## Guidelines[11]

I. Library administrative commitment and support

A. The library administration must be committed to the concept of the information and referral program before it is initiated and this commitment should be reflected in the administration's priorities and goals.

B. The administration should be involved in planning, staff training, and continuing support for the program.

II. Goals, objectives, and evaluation

A. Goals and objectives for the program should be based on assessment of actual community needs and the intended impact on actual and potential users.

B. Goals should be compatible with the other goals of the library and should be clearly understood and accepted by all who are involved in providing service.

C. Measurement and evaluation are necessary to demonstrate the accomplishment of goals and objectives.

1. Output or services rendered should be used to measure performance.

2. Methods should be developed to check resource file accuracy and completeness.

III. Assessing the needs of the community for planning purposes.

A. The library must investigate the nature and scope of any information services already being provided to the community.

B. Possible cooperative relationships with other service agencies should be explored.

C. The initial use of existing planning surveys and reports and direct communication with area residents and organizations can be useful in assessing the extent of services.

IV. Funding

A. A detailed proposal should be drawn up outlining all cost factors involved in the development and provision of the services.

B. Funding may be budgeted as a separate item or included in another program of the library's budget.

C. Funds may be required from outside (federal or private) sources as well as local, requiring a careful analysis of the library's ability to sustain the service beyond the original funding.

V. Staff selection and training

A. Criteria for staff selection

1. Ability to relate to people of various ages, races, and cultural backgrounds.

2. Knowledge and versatility in the use of library and community resources.

3. Ability to be integrated into existing staffing patterns.

B. Training of staff

1. All library staff should have a clear understanding of the goals of the service.

2. Information service staff should receive training to further their understanding of human behavior, to augment their knowledge of resources and the operation of agencies, to improve their communication skills, to sharpen their ability to assess a patron's needs, and to learn to help a patron solve his problem.

3. Training must be received in procedures for data collection and file maintenance.

C. Methods of training

1. Individually or in groups

2. Lecture, discussion, reading, self-programmed course, AV materials, tours, role playing, on the job training.

VI. Data file

A. An accurate, current file of organizations and services available to the community is the basis of the information and referral program.

1. Existing files or directories may be useful toward file development.

2. The goals of the service will dictate the scope of information to be included.

B. File format

1. Ease of entering, maintaining, and retrieving information is of utmost importance.

2. Efficient file update and maintenance procedures should be developed from the beginning.

C. Library staff should be involved in data collection process as much as possible for greater understanding of the service.

D. Methods of collecting data.

1. Personal visits

2. Telephone interviews

3. Mailed questionnaires

E. Access should be by title and subject. A controlled subject heading list should be developed.

F. Files should be updated either through continuous revision or at intervals sufficiently frequent to sustain accuracy of information.

VII. Delivery of service

A. Physical setting - important components are accessibility and visibility of the service, proximity of resource and backup files, sufficient telephone lines, and provision for private interviews in an adjacent area.

B. Transaction with the patron

1. Effective listening and skillful interviewing to define problems or questions.

2. Responding with the correct information or most appropriate options among viable referrals.

3. Facilitating service provision by making contact with an agency to arrange for services.

4. Following up by contacting the patron or agency for assurance that the patron has obtained the desired service.

5. If advocacy is to be a component, undertaking rearticulation of the patron's problem to the agency if service was not provided or exploring alternative referrals.

6. Confidentiality throughout the process must be maintained and information provided in a neutral, unbiased manner.

C. Keep a daily log of questions and actions taken for analysis and evaluation of this service.

VIII. Publicity

A. A vigorous publicity campaign is recommended for effective public utilization of the service.

B. Possible forms: public service announcements in the mass media, personal contact, speaking engagements, feature articles, news stories, interviews, telephone directories, displays, classified ads, booths at fairs, mail inserts, newsletters, and printed materials such as brochures, posters, and handouts.

## BALIC Resource File

The Resource File is the basis for the Library Information Center and consists a file of 5" X 8" cards arranged alphabetically by name and served by an index file arranged by subject or service. Access to the Resource File is facilitated by the use of abundant cross references to similar subject headings and new entries. The data for each entry in the Resource File includes the complete agency or association name, address, telephone number, purpose, director's name, name of contact persons, hours opened, eligibility requirements, meeting times, application procedures, fees, geographic area served, branch offices. This is followed by a description of services provided by the agency. Cards can easily be changed and updated as needed and this should be carried out on a continual basis.

Reference sources should cover organizations and persons with specialized services or skills; government sponsored agencies and services; difficult situations and where to go for help, and miscellaneous information regarding all municipal government officials and committees, school officials and committees, nursery schools, churches, and meeting rooms. It would be also be a good idea to keep a file on local and regional upcoming events of a cultural, educational, or recreational nature and a compilation of tourist attractions and what to do in the area (golf courses, picnic areas, tennis courts, etc.). Difficult situations include family problems, consumer complaints, financial difficulties, medical problems, legal aid, accommodation problems and victims of disasters. It is especially important in these situations to know the agencies which can offer assistance.

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Providing community information services through the public library involves essentially the same principles in a rural setting as carried out in metropolitan areas: accurate information; trustworthiness; coordination and cooperation between individuals and agencies; and accessibility. The nature of the service may be more personal in a rural setting, but a great challenge would be public awareness - educating the public about the program. A few rural community information centers have provided services to greater portions of geographically remote residents by means of a traveling van which visits different sites each day or week following a publicized schedule.[12] Representatives from various agencies may be on hand occasionally to discuss issues of concern with local citizens and the van can also bring forms for a variety of purposes (income tax, consumer complaint, food stamp applications, voter registration, rebates, etc.) which may be more convenient for those living in remote areas.

The American Library Association and the Report from the White House Conference on Libraries and Information services have called for libraries to provide unrestricted access to all library resources and information services for <u>all</u> citizens in <u>all</u> circumstances. Libraries, including rural public libraries, must be aware of their changing roles and responsibilities. Developing a Library Community Information Center is an excellent means for a concerned public library to provide responsive service to all members of its community.

Footnotes

[1]Carol A. Becker, Community Information Service: A Directory of Public Library Involvement (University of Maryland, 1974), p. 47.

[2]Carol L. Kronus and Linda Crowe, eds., Libraries and Neighborhood Information Centers (Urbana: University of Illinois, 1972), pp. 3-4.

[3]Thomas Childers, "Survey of Public Library Information and Referral Service," typescript (Philadelphia: Drexel Univ., 1977).

[4]Robert Croneberger, Jr. and Carolyn Luck, "Defining Information and Referral Service," Library Journal 100 (November 1, 1975): 1985.

[5]Kronus and Crowe, Libraries and Neighborhood Information Centers, pp. 63-64.

[6]Croneberger and Luck, "Defining I&R Service," p. 1986.

[7]Ibid., pp. 1986-7.

[8]Kronus and Crowe, Libraries and Neighborhood Information Centers, pp. 70-71.

[9]Joseph C. Donohue and Carole Peppi. The Public Information Center Project (Baltimore: Enoch Pratt Free Library, 1971), p. 40.

[10]Ibid., p. 41.

[11]Based on "Draft Guidelines for Establishing I&R Services in Public Libraries," Public Libraries 18 (Fall 1979): 63-64.

[12]Virginia C. Detrick, What Can I&R Do For a Rural Area?" Unabashed Librarian 24 (1977): 3.

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# BOOKMOBILES AND BOOKS BY MAIL: NOT AN EITHER OR PROPOSITION

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> "Confronted with a geographically dispersed clientele and the high costs of developing new library sites, public libraries have sought to develop and implement various mechanisms for reaching out beyond the physical confines of their present facilities to deliver materials and services. Current practice involves using, most commonly, bookmobiles and books by mail, occasionally supplemented by depository collections or portable structures such as kiosks.
>
> Current means of delivering library service have been developed primarily to extend library service to suburban and rural populations and to urban populations where conventional branches are not economically feasible. In some instances, libraries have also made special efforts to reach the home-land, institution-bound or the non-traditional user.
>
> In extending services, such delivery systems are being employed in an effort to utilize resources more efficiently and effectively. Today this effort is particularly important as public libraries are beset by demands for accountability and cost-effectiveness."[1]

Bookmobile service and the books by mail program are both essential components of library service in rural America today. This is not, however, the viewpoint taken by many in the library field. They believe these programs are either detrimental to library service altogether, or only one of the programs is necessary in a county. This writer feels both services are necessary to reach as many people as possible in the rural community.

This paper is not a comprehensive overview of bookmobile and books by mail service. Of concern here are the types of service each of these programs offer, and the value of each in rural America. Therefore, there is no discussion of bookmobile specifications or the operational details of either ser-

vice. The emphasis will be on the objectives of each program, their advantages as well as disadvantages and how they are adjusting to our changing society today. Some time will also be directed towards current trends in each of these areas. A brief history is given to each service to provide some general information.

> "For well over four decades library service by bookmobile has been ardently discussed in library conferences, affectionately and colorfully described in professional and popular magazines. Human interest stories connected with bookmobiles abound, for no other form of book distribution has lent itself so readily to romance and adventure. Early pictures showed the horse-drawn 'surrey with the fringe on the top' bookwagon, then bookmobiles in the snow with librarians in flowing skirts serving patrons wearing high-topped shoes, men on horseback with books in their saddlebags waiting for the bookmobile, boys and their dogs, and readers standing expectantly in the rain ready to exchange their books. Bookmobiles became synonymous with glamour heralded as the supersalesmen of library service."[2]

This is, of course, a romanticized picture of the bookmobile librarian. However, it does indeed emphasize the vital role played by the bookmobile. It services children, young adults, and adults, who, for some reason or another, cannot reach a library.

The bookmobile has not always been an important service of the library program. Bookmobile service began in 1904, when Mary Titcomb, librarian of the Washington County Free Library, Hagerstown, Maryland, saw to it that books at rural deposit stations were changed regularly. This was carried out by the library janitor who provided the service with a hired horse and Concord wagon. A year later, Joshua Thomas, the janitor, drove out in the rural areas:

> "The new book wagon resembled a cross between a grocer's delivery wagon and the black hearse of the village undertaker. At first, some farm folk were reluctant to use the strange new 'book contraption' which they called the 'dead wagon.'"[3]

This was soon overcome.

Motor vehicles were then used for bookmobile service, although the term "book wagon," from the days of Joshua Thomas' horse-drawn wagon, stuck. This phrase was used until the mid-1920's to describe the motorized bookmobiles. Exactly when and where the term "bookmobile" was first used is not known.

According to M. L. Berger, by the mid-1920's,

> The presence of these early bookmobiles, with the name of the local library emblazoned on their sides, was probably a contributing factor to the renewal of the reading habit in rural America during these years. The new means of transportation, combined with its unique literary function, brought knowledge of the county library to even the most remote farm"[4]

The use of the bookmobile was not only confined to the farms. It was recognized that the bookmobile could be a most beneficial means of assistance for school libraries, which did not have much to offer at the time. Bookmobiles could visit county schools every month or so, leaving children's books as well as professional books for use in the classroom.

The Works Progress Administration, with its many demonstrations involving bookmobiles, did a great deal to further the development of service in the last 1930s and early 1940s.

By 1937, there were only about 60 bookmobiles in the United States, mostly in the southern states. North Carolina was the leader in the development.

The American Library Association recognized the rising interest in bookmobile service in November 1948. ALA issued a summary of a study conducted by a specially-appointed committee of the Library Extension Division on thirteen bookmobile topics. The results were inconsistent, but the information gave encouragement to people interested in the idea of bookmobile service. Then in 1951, the ALA Extension Division's Bookmobile Committee issued a 20-page

booklet on "Bookmobile Standardization." It was mainly concerned with the physical aspects of bookmobiles.

Large numbers of specially designed bookmobiles did not come into use until after World War II. Even then, many libraries were still using converted vehicles, rather than carefully designed functional vehicles equipped to handle the load over rough roads. Nevada's first bookmobile was a "converted ambulance purchased for the Washoe County Library from army surplus."[5]

The federal Library Services Act which began in 1956, was to provide money for service to rural residents. Between 1956 and 1968 some of this money was spent for bookmobiles to demonstrate library service to rural residents.

Bookmobile service began to expand rapidly at this point. In 1960, Library Trends devoted an enire issue to "Current Trends in Bookmobiles." Then in 1963, ALA issued a 16-page document entitled "Standards of Quality for Bookmobile Service," which considered the uses and limitations, organization and operation, scheduling, materials, staff, physical aspects, and headquarters, in concise form. These standards are still used for modern bookmobiles.

In 1979, the Public Library Section of the Kentucky Library Association collected information to update the bookmobile program of the state. The committee's final recommendation was as follows:

> "Given the current emphasis on extension services and upon reaching those patrons unable to use the library as it has traditionally existed, operated, and been organized, there is a great possibility that the service can reach patrons who can be reached efficiently and effectively in no other way. The aged, the young, the rural, the handicapped, the economically and socially disadvantaged all need a service which is often far from their neighborhoods and which is not likely, for a number of reasons, to be permanently located in these areas; for these patrons some form of portable extension

service seems the most feasible answer; and bookmobile service seems the most suitable, most efficient and effective form of such services."[6]

There are several important qualifications necessary to have a successful bookmobile program. The program developers must be knowledgeable and dedicated, and the librarian must be concerned, involved and aware of patron needs. The frequently rotating book collection should reflect the needs of the patrons. The bookmobile should maintain a regular schedule, and provide maximum service. Flexibility is also important in administering bookmobile service and making necessary adjustments to improve service.

The value of positive community relations and publicity to the success of the service should also be emphasized. Because bookmobile service is so dramatic and has such high publicity value it is most important that it be good service. According to Eleanor Frances Brown,

> . . .it should meet the standards of a well-chosen, appealing book collection; a competent, carefully-selected staff with at least one professional librarian for each bookmobile; a wisely-planned schedule; and efficient operation. The bookmobile itself must be the proper size and type to do the job for which it is intended. Poor service is worse than no service at all, because it engenders dissatisfaction with the entire idea of bookmobile operation and reflects upon the reputation of the library providing it.[7]

Basically, libraries with a large service area and a low population density benefit most from bookmobiles. Bookmobiles have been an effective means of distributing books in isolated districts and rural schools. They can reach the portion of a community that would not be able to get to a regular library because of distance or lack of transportation. The collection may also supplement the resources in the area schools.

Bookmobiles have been utilized for exhibits, demonstrations, projects, services to schools or other agencies, and for visits to low-income neighbor-

hoods. They also serve as a link to the central library and can promote its services. Not only does the bookmobile promote the public library, but in itself it is a promotional tool-in the eye of the public at all times.

Another service provided by bookmobiles is that they can be used as guides to determine the best locations for future permanent facilities. Costly mistakes can be avoided by this service. A bookmobile can test many different locations for a future library, whereas once a library has been built, it is not easily moved.

Patrons can directly examine library books in the bookmobile. Personal contact with the patrons provides valuable information to the reading tastes and needs in order to help with the selection of materials. The informal atmosphere can also attract patrons. Close ties can be built between librarians and patron, which is also good public relations. It can also save the patron time and money.

The confines of a bookmobile may attract patrons because of the size of the bookmobile and the compact collection. As mentioned previously, there is also the attraction of the term bookmobile.

The bookmobile is not as expensive to operate as a branch library. It can also provide temporary service until a permanent facility can be erected.

Most bookmobiles will not be able to provide the above mentioned services. However, carefully planned program, based on the needs of the community, with a well-trained staff and a good collection will provide the best service.

There are limitations to bookmobile service, limitations inherent to bookmobiles, and other problems.

A basic short-coming of the bookmobile is that no matter how well planned it is, it cannot serve as a substitute for a good branch library. The collection is limited in scope and size because of the lack of space. Reference service is usually limited for this reason also.

One of the major problems associated with bookmobile service is the high cost of maintenance and repair. The staff is often untrained in preventive maintenance or emergency repairs and when a bookmobile is in a shop for repairs, library service is usually temporarily discontinued. This disruption of scheduling can be detrimental to the development of an efficient program. Gasoline has also become more of an expenditure. The weather and road conditions are also hard on the bookmobile.

Size prevents research and studying from taking place in a bookmobile because there is not usually room for tables and chairs. Browsing space is also limited. It is difficult to find adequate room to arrange displays, promotional materials, listening materials and other library services.

Bookmobile stops are usually brief, as a wide area must be covered. The arrival time may not fit the schedule of most working people. The infrequency of visits also limits the efficiency of the library service provided, and as mentioned previously, weather conditions and mechanical problems can further deter this.

With a limited amount of space, it is difficult to provide library instruction to groups. It is also hard to provide any type of school instruction due to the lack of space and the lack of useful material available for school assignments.

Due to some of the limitations mentioned earlier, and other factors, many questions are being raised as to the validity of bookmobile service today.

This problem has been the focus of a number of library discussions. Specifically, at a meeting held at the Piscataway Public Library in New Jersey, it was advised that bookmobile librarians make use of statistics to build a case for keeping bookmobiles on the road. Statistics should include the number of people at each stop, the number and type of materials circulated and the number of reference questions handled.

Another means of justifying the bookmobile service in light of shrinking funding and energy resources, is to use the bookmobile to provide non-library services. An example of this can be found in Selma Dallas County, Alabama, where the bookvan was made more valuable by using it to serve the illiterate as well as the reading patrons. Additional services found in various counties include: Blood pressure and diabetes screening, plant clinics, skin care demonstrations, puppet shows, films, and clown performances.

A modern and up-to-date type of bookmobile is found in the Washington County Library System in Mississippi. The Bookmobile carries a microfiche card catalog of the entire library system. Located at the bookmobile desk is the catalog and a microfiche reader which occupies less than a square foot of space.

An inexpensive and original vehicle used to provide bookmobile service is found in the Coastal Plain Regional Library of Tifton, Georgia. When one of their bookmobiles was totaled in an accident, a sportsvan camper was converted to a mini-bookmobile. Because of its size, the van is easy for one person to operate and the mini-bookmobile meets the needs of the community it serves.

As a final example, a unique type of bookmobile service can be found in Alaska. According to American Libraries,

> The goals of the book boat project are to stimulate use of the Alaska State Library's mail order service and to provide direct service to the 8,000 people living throughout southeast Alaska's scattered coves and bays. Many people in the small logging and fishing communities had never experienced the pleasure of browsing in a library . . .[9]

Another unusual feature of this program is that it is through the coordination of church, state, federal and local efforts that the floating library is an effective alternative to traditional library service.

## BOOKS BY MAIL

With the changes occuring in society today, it is necessary and important for libraries to examine and revise their services if they are to be most effective. One of the most important implementations is the rapid growth rate of the books by mail program.

> The primary objective of books by mail service is to extend the traditional book and media material lending services (a) to people who, for various personal reasons, cannot visit the stationary public library facilities, whether they be a main, branch, or a mobile unit, and (b) to people who have not been served by the traditional public library because they live in rural areas without a town or city large enough to have an established community library.[9]

The books by mail program has not always been the significant service that it is today, although it was prominent in the early stages of library development. In fact, "the conception of an organized and publicized books by mail or home delivery service available to all library patrons was the vision of a handful of individuals, until the 1960s."[10]

Home delivery was an essential part of the service offered by many of the circulation and subscription libraries in the eighteenth and nineteenth centuries. By the turn of the century, many counties did not believe in bookmobiles; they circulated more books by mail than over the counter.

> The first text on county library service (1925) emphasized that mail service should be offered as a major alternative form of service even when there was a well-developed system of branches and stations and suggested that transportation costs, both ways, should be assumed by the county library. An ALA publication on library extension standards (1926) stated that a good county library provides mail service to anyone.[1]

The period of greatest development in home delivery by public libraries extended from about 1900 to 1920, coinciding with the relative decline of the private circulating and subscription libraries, and immediately preceding the widespread ownership of automobiles. Since that time, these services have gradually declined in some areas while entirely disappearing in others.

There were a number of reasons for the decline in books by mail service. Bookmobiles were becoming more popular, and serving a large population of the rural areas. There was also some fear that delivery systems used by large libraries would undermine the development of local branch libraries. The increase in the number of automobiles, allowing for greater mobility, also aided in the decline.

Another contributing factor to the decline of the home delivery service was the inactment of the Library Service Act. These funds provided bookmobile service and helped establish branch libraries and new library systems. Today, however, this is changing, as some funds are now being directed towards books by mail service.

Interest in mail delivery of library books was revived in the early 1960s. An important influence in this revival was due to the grant awarded to Norman Lyon of Washington Public Library by the Council on Library Resources. This grant allowed Lyon to conduct a twelve-month experiment with a home delivery service which included mail delivery. At this point, many people were becoming aware that there was a definite need for books by mail as a

major alternative service to complement the services offered by branch libraries.

The first national discussion for individuals interested in mail order library service was held in San Francisco in June 1967. The meeting endorsed the books by mail program which emphasized a free, widely publicized service.

"By 1975, more than one hundred and twenty U.S. public libraries were reported to have some form of mail delivery service known variously today as Books by Mail, Mailbox Library, Mailibrary, Mail-A-Book, or Mail Order Library Service."[12]

Cost is one of the main advantages of a books by mail program as compared to bookmobile service, which in many areas has caused a reduction or change in bookmobile service in favor of books by mail service. Factors which necessitated these changes were:

(1) the realization that present library services may no longer meet the needs of all residents,
(2) the rising cost of fuel,
(3) bookmobile mechanical problems, and,
(4) financial inability to replace the bookmobiles.[13]

Books by mail provides access to all people. It can reach people who do not have a public library. It can reach people who have no transportation to get to a public library, or who are disabled or home bound for other reasons, temporarily or permanently. It can provide service to people who are home only certain hours of the day, which is something a bookmobile cannot do.

Another contributing factor which makes books by mail service popular is that it is convenient to the patron. The patron does not need to leave the home and never needs to worry about library hours or bookmobile schedules.

According to A. W. Kelley,

> . . .for the entire staff, especially the professional, involvement in the books by mail program has a very important implication far beyond the circulation of library books . . .[it is], a professional reader service whether or not recognized as such. . . Books by mail is an excellent vehicle of communication between the staff and the patrons. It is also a built-in feedback system that will keep the staff in time with the shifting patron interests and demands. Books by mail works as an automatic selection guidance system for new acquisitions and for continuous renewal of the library collection.[12]

Although books by mail service offers many advantages for library service, it does have its limitations. Some of the major disadvantages are reviewed below.

In 1979-80, discussions were held at the Graduate School of Library Service of the University of Alabama. Some of these discussions focused on the usefulness of books by mail service. A research study was funded, and one of the major findings was that:

> Books my mail, as presently practiced, is an inadequate form of service for young people. The study strongly suggests that a books by mail program discriminates against children and young adults because of the nature of many books by mail catalogs. These catalogs are often times characterized by language and reading levels that are incomprehensible to children. In addition, some are unattractive and poorly designed with few if any illustrations. Instructions for use may be excessively complex. The collections described in them often fail to reflect or excite the reading tastes of young adults."[13]

According to Norma McCallon in Library Trends, a survey was done concerning bookmobiles and books by mail service. Although it was a very small survey, some of the results do have relevance to books by mail service today. When asked the question "What do you feel are the major problems associated with the program?" the replies are listed below in order of frequency:

1. U.S. Postal Service
2. Not enough use, hard to reach all eligible patrons
3. Lack of personal contact with patron; lack of personalized information service
4. Limited selection of books, heavy demand for certain titles; hard to guess which items will become high in demand, requiring additional copies

5. Costs of postage, books and service
6. Provides only recreational reading; not for serious readers or students
7. Inadequate circulation controls; hard to get books back on time; hard to collect fines.[16]

It is also impossible to provide reference materials through books by mail. Magazines and non-print media are rarely circulated through books by mail, although this practice has succeeded in some areas.

Rising postal, printing and distribution costs, and budget restrictions which can reduce the size of the catalogs can limit the effectiveness of the books by mail service.

Another problem that may arise stems from the suspicions of the public librarians who see the books by mail program as direct competition to their own local library. They do not view it as an essential part of a library program, but as a detriment.

Choong Kim states that ". . .some librarians have been disappointed that books by mail has not uncovered great numbers of new readers. This service, which simply makes books available in a different way, cannot be expected to put a dent in the great numbers of non-readers."[17]

Books by mail programs are becoming increasingly popular in rural library programs. Many libraries are now using commercial books by mail service.

> As of 1976, there were about fifty-four books by mail programs around the country serviced by the American Companies' (Topeka, Kansas) Mail-A-Book Catalog and paperback service. Among the most plausible reasons for this trend are the following:
> (a) For an inexperienced books by mail program, the stake in the success of the program is very high. An assurance of a reasonable degree of success is very important, especially when the beginning program is financed by a short-term federal fund. Such a program has little time to gain first-hand experience or to have the plan tested in the field before fully implementing it.
> (b) Crucial to beginning a rural-type books by mail program are a dependable and adequate supply of paperbacks, and timely catalog preparation and distribution on a regular schedule.

> The interruption of either will result in the loss of both service and patrons. In this area, the commercial service may provide some assurance.[18]

Kim also notes that a commercial service should never completely substitute for local preparation of special catalogs and collections designed to meet the special needs of the local community.

A number of books by mail programs around the country are now adding nonbook materials to their circulating collections, especially 8mm films and audio cassette tapes. They are continually experimenting with different types of materials to see whether or not it is feasible to mail them. Telecommunication facilities will make telephone calls to library centers easier and less expensive in relation to other traditional communication means.

The role of publicity has been important in promoting books by mail service, as many people have been unaware of the program. The following have been used in publicizing books by mail and have been successful: flyers, newspaper articles, interviews on local television talk shows, programs and slide presentations for various community groups (senior citizens, garden clubs, civic clubs, schools, etc.) and exhibits at local fairs.

A current trend in books by mail service which accounts for some of its popularity with librarians, is its continual emphasis on the use of the local public library. In Vermont where there is found a very successful statewide books by mail program it has been found that books by mail had not seriously hurt traditional library service.

In conclusion, it should be remembered that the books by mail program is not a

> . . .substitute for, nor a replacement of library's standard services; it is a regular library service in its own right. . .Its natural strength lies in its ability to reach almost anyone who has

an address and a mail bag. This ability adds enormously to the sphere of library service and its influence. It can overcome many barriers to the library service-great distance, geographical barriers, neighborhood, downtown traffic and parking problems, time, socio-economic and cultural barriers."[19]

Bookmobiles and books by mail programs should offer specific resources and services to library users who are not obtaining these through other means. Goals should be well developed and programs should be alert and responsive to the changing needs of their audiences. Any service instituted should have evaluative components that monitor and provide feedback to administrators so that adjustments can be made to help ensure the attainment of program objectives. Libraries should take care not to establish such priorities on the basis of convenience to the library. In addition, the community itself should be involved as much as possible in the establishment of priorities.

Both bookmobile services and the books by mail program are a necessary part of library service in the rural areas. Both are needed because they reach different people and sometimes even meet different needs in the same people.

As long as the programs are up-to-date and meet the special needs of the patrons, these services are a worthwile and necessary part of library service. They can do much to promote the library in rural areas where this has not been done in the past, and is much needed. The people need to become aware that their needs can be met and their questions answered at their local public library.

FOOTNOTES

[1]Alex Boyd and James Benson, "By Mail or Mobile Unit? - Developing Programs for Extending Library Services," Public Libraries 20 (Fall 1981): 67.

[2]Eleanor Frances Brown, Bookmobiles and Bookmobile Service (Metuchen, NJ: The Scarecrow Press, Inc. 1977), p. iii.

[3]Ibid, p. 14.

[4]M. L. Berger, "Reading, Roadsters, and Rural America," Journal of Library History, Philosophy, and Comparative Librarianship 12 (Winter 1977): 46.

[5]Brown, p. 30.

[6]Danny C. Gunnells, "Bookmobile Udpate '79: Extension vs. Convenience Service," Kentucky Library Association Bulletin 44 (Spring 1980): 19.

[7]Brown, p. 45-6.

[8]"Alaska Library Afloat," American Libraries 4 (July 1973): 416.

[9]Choong H. Kim, Books by Mail (Westport, CT: Greenwood Press, 1977), p. 23-4.

[10]Robert T. Jordon, Tomorrow's Library, Direct Access and Delivery (New York: R. R. Bowker, 1970), p. vii.

[11]Jordon, p. 12.

[12]Kim, p. 3.

[13]Lynnette Whitlock, "It's All in the Bag," Georgia Librarian 18 (February 1981): 5.

[14]C. K. Kim and I. M. Sexton, "Books By Mail, Sleeper of the 70's? A Survey Nails Down Some Facts," Wilson Library Bulletin 47 (May 1973): 777.

[15]Boyd, p. 67.

[16]Norma J. McCallan, "Delivery Systems and Programs," Library Trends 28 (Spring 1980): 543.

[17]Kim, p. 174.

[18]Kim, p. 164.

[19]Kim and Sexton, p. 778.

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# COOPERATIVE OPPORTUNITIES FOR RURAL LIBRARIES

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This paper will present ways in which cooperative services may be of benefit to rural public libraries. Cooperative programs described in it will be between public libraries and a variety of other information sources. These include other libraries, other agencies, and individuals.

There are several reasons for public libraries, especially in rural areas, to seek cooperative activities. One being the population shift toward rural areas, bringing with it greater diversification in the needs of people residing in rural communities.[1] With the influx of people comes a need for a wider variety of materials, a demand rural libraries must strive to meet. Stanley A. Ransom showed this demand on rural libraries in New York.

> Rural communiites are becoming increasingly dependent on each other as well as on urban centers. Materials requested on interlibrary loan in rural areas can be and often are as sophisticated or technical as in any urban areas.[2]

Arthur Heyers, in an article about cooperation in public libraries, stresses other difficulties with trying to find the right book for the right person at the right time. This ideal situation is no easy task in the largest of libraries, much less in one in a rural community with a limited collection. Heyers lists four impediments to this task:

> . . .1) the person may not need or be able to use an entire book because of a reading problem or difficulty in accessing materials; 2) the information needed may not actually be in a book but rather in some other format, such as a pamphlet from the Government, periodical article, audio recording, film medium, mircoform, or in the memory of a person; 3) the item needed may not be within our build-

> ing but at a distant location, and we've come to recognize that barriers can be measured not only in the number of miles the patron is from the holding library or in the arrangement of hours the other facility is open, but also because of inaccessibility of the materials due to lack of indexing or location listing; 4) and, finally, but increasingly important in getting material or information needed to the patron, is the limitations of any one library's financial resources to purchase or store or otherwise make more accessible the particular item in the format needed.[3]

Cooperation between libraries and other sources of information should result in the alleviation of some of these hindrances to providing the best possible service. Of course it may still be impossible to find the right material for the right person every time but the end goal of cooperation should be to improve resources and services for the patrons.

Before entering into cooperative efforts the library must ascertain in what areas resources or services could be improved. It must then decide which can be provided on an individual basis and which can be gained through some type of cooperation.

> But before moving into greater cooperation or embarking on the road to participation, the individual library must have a clear understanding of the needs and interests of its present and potential users, and how it is not meeting their needs.
>
> Once the institution has defined its service mission through a clear understanding of its patrons, it is then faced with the realization that it cannot economically satisy all user demands made on it. It can then explore the particular cooperative or network arrangement that will best meet its needs.[4]

An instrument designed for this purpose is Robert N. Case's "Assessment Checklist - A Guide to Strengthen Community Library in Library Cooperation." In it Case has acknowledged the existence of many community information sources with whom cooperation can be of benefit to the library. He has developed a checklist of one hundred items to help the library find areas to be strengthened. The checklist covers the needs of patrons both current and future, community sources to be identified and located holdings of the li-

brary, administrative attitudes, the role of the library and its implication in society as a whole.

Case's "Assessment Checklist" provides a starting place for the library interested in cooperative services. It gives the library a list of places in the public, private, and civic sectors of the community to consider, as well as the type of materials available, and questions for the library to determine which agencies or oganizations can be most helpful.[5]

The rest of this paper will describe some cooperative efforts between public libraries and such information sources and services. These also serve only as a beginning in cooperative services. The ideas are presented as a basis for possibilities in cooperation.

The sharing of bibliographic information through computer-based networking systems is an area of rapid growth. The emergence of OCLC was only the beginning of on-line bibliographic networking which can provide libraries with interlibrary loan and cataloging information.

In Rhode Island the Northern Interrelated Library System, headquartered in Pawtucket, Rhode Island has tapped into Boston Public Library's holdings. This provides its forty-three member libraries with around-the-clock access to cataloging information which they hope will get books on the shelf faster and less expensively than with OCLC.[6]

Southwestern Ohio Rural Libraries (SWORL) has also created a network by contracting with the Public Library of Columbus and Franklin County (PLCFC) for interlibrary loan requests and for reference services. PLCFC will also benefit as the cooperation enables it to make more effective use of its materials and facilities and to add personnel.[7]

Access to materials in other libraries need not be limited to computer-based searches, nor to participation in a large system. Libraries can make patrons aware of resources available in other locations by being aware themselves. Forest Grove, Oregon has a cooperative referral system based on the close personal friendship of the public, school and university librarians. Reciprocal borrowing privileges have been established between the three libraries. The university and high school librarians send lists of new acquisitions to each other and to the public librarian. She informs them and the community of her new materials through a weekly newspaper column. In this instance all of the libraries are within walking distance of each other.[8]

Interlibrary loan cooperatives may also be limited to a specific topic. The Southern Adirondack Library System in New York State has cooperated with the North Country Library System and the Clinton-Essex-Franklin Library System in providing a multisystem workshop on genealogy and local history. Their emphasis is on interlibrary loan and on cooperative acquisitions in these subjects.[9]

Multitype cooperatives may exist for purposes other than sharing of materials. East Bay Librarians Council (San Francisco) organized a regional warehouse for storage of little-used materials.[10]

Libraries in rural southeastern North Carolina formed an informal association called The Loose Region in an effort to overcome staff apathy and to exchange programming ideas. They communicate with each other by holding quarterly meetings, by publishing a regular newsletter highlighting library programs, and by distributing a series of papers with details of unusual library services.[11]

Academic institutions can be of value to the public libraries in other cooperative ventures. In a program funded by the Higher Education Act Title II-B the Appalachian Adult Education Center (AAEC) of Morehead State University, Kentucky worked with public libraries to increase the availability of materials to adults enrolled in the Center's program to fight illiteracy among adults. AAEC organized the program and developed biliographies of materials for those enrolled. The public library provided these materials to patrons in rural areas through bookmobile and mail services.[12]

In Mississippi the University of Mississippi's extension department aided public libraries through three programs. The Drama Loan Library lended plays for reading purposes on a three-week loan basis in exchange for payment of postal costs. A Program Package Service distributed materials on cultural or educational subjects for the use of program planners. Public library patrons participating in Home Reading Courses of Mississippi Federation of Women's Clubs were also supplied with materials through the extension department.[13]

Schools and public libraries have explored many areas of cooperation. In a report from the National Commission on Library and Information Science entitled "The Role of the School Library Media Program in Networking," the importance of this cooperation is stressed in that school library resources

> . . .constitue a major component in this country's total information resource. The unique nature of many of the resources the school acquires and makes available to its students makes them valuable as potential contribution in library networks.

Among the strengths identified are audio-visual collections, professional collections (such as selection tools for instructional materials and indexes of community resources), specialized ethnic collections, career education collections, high interest/low vocabulary collections, foreign language materials, and children's and young adult literature collections.[14]

A basic cooperative effort between schools and public libraries is the use of forms to make the public librarian aware of assigned topics so that the library may have the materials and perhaps bibliographies prepared for the onslaught of students. Another is for the public and school librarians to switch places for a week enabling each to see some of the materials and services available from the other.

On a much grander scale is the Olney, Texas, Community Library. The resources of the former elementary, junior high and senior high school libraries and of the public library were combined and moved into a new building in June 1979. The building is set on the school campus between the elementary and high schools. School students use passes during the day as in other school library media centers. The adults of the community may also patronize the library while school is in session.[15]

Young adult services is the target of a project between the Shenendehowa Free Library in Clifton Park New York and two local junior high schools. Together they work to design and implement programs to attract poor or reluctant readers. Activities include applying the Fry Readibility Formula to the young adult collection, surveying students for their interests, and conducting programs such as a science fiction film/discussion, a session on earning money during summer vacations, and a play reading workshop.[16]

Libraries may find it beneficial to cooperate with agencies other than libraries.

> Many rural systems work with cooperative extension offices in supplying books, films, and other materials in such fields as wood heat, energy, and food preparation. . . The rural systems should become material resources for rural agencies where practicable. CEF (Clinton-Essex-Franklin) library system, for instance, inspects and repairs, and in some cases houses, books and films for Planned Parenthood, alcohol abuse offices, and fire and police departments.[17]

An article by Sally Sims for Rural Libraries specifies types of historical studies being conducted in rural communities, and the need for rural public librarians to be aware of the resources of local historical museums, court houses, newspapers, and even school boards.[18]

Another possibility is working with employment offices in sharing job training and opportunity information. The library and employment office could swap fliers, the library's dealing with materials on training, interviewing, or writing resumes, and the employment office's dealing with openings or training programs in the job market.

Many businesses provide speakers who could help the library with information programs or with expert advice when selecting materials.

William T. DeJohn feels cooperative services with the local community have great potential for improving rural libraries and states, "One possibility is actually to employ a trained staff member to be the main contact for the community rather than trying to develop a building with books."[19]

In searching for community resources, the library must remember that one of the greatest resources may be individuals who are not contacted through an agency. Skamokowa, Washington has a population of approximately 850 who were desirous of a library. The library runs on a cooperative system of individuals. It was established through the volunteer efforts of a librarian and people in the community. The building was donated from the federal government, moved to church property by a local logging contractor, and cleaned and painted by volunteers. Funds are made available from donations and money-raising benefits. Irene Martin, the librarian, feels the willingness of rural dwellers is an important source in developing libraries in rural areas.[20]

The end result of cooperation should be better service for and to the community and the library's patrons. Hopefully it will financially help the rural library as well. Some cooperatives may have the objective to coordinate efforts to gain financial support,

> If metropolitan and rural libraries are eventually to create an efficient state network, they must pool their resources and efforts when seeking financial support, whether from private foundations, the state legislature, or the state agency responsible for federal funds distributions.[21]

In no way should cooperation be considered simply to cut expenses; starting new programs, training staff to work with the community, and taking the time to develop cooperative services away from other demands on the librarian's time must be considered. As David R. Hoffman states in his look at inter-library cooperation, "Cooperation is not free. It costs, but it should help us to slow the rate of rise in costs."[22]

There may be legal barriers to cooperation. Some of these have been identified by the National Commission on Libraries and Information Science in its report on school library involvement in networking.

> . . .the lack of conformity in state laws pertaining to inter-library cooperation and networks; bureaucracy in individual schools as well as in school districts; state and federal aid programs that put restrictions on who can use materials purchased with such aid; and the new copyright restrictions.[23]

Arthur Meyers believes the financial, legal, and other barriers can be overcome through the planning he stresses as vital to any cooperative service. He includes the library's concern about losing materials or not having an item readily available for one's own patrons among psychological barriers.

> The barriers will fall as we intelligently examine our individual goals and see where we are strong and where we fall short, and recognize how we can each contribute and profit from cooperation and coordination.[24]

As rural libraries explore and develop cooperative services at all levels, they should find the positive aspects outnumbering the negative. The most positive response should be from the community as improved services hopefully result in increased backing. Access to a wider variety of materials and expanded programming is good public relations. As the community develops an extended awareness of the need and value of a good public library, patronage and hopefully funding will increase.

FOOTNOTES

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[2]Stanley A. Ransom, "The Rural Imperative: New York's Public Library Systems Face the Challenge," The Bookmark, Spring 1980, p. 358.

[3]Arthur Meyers, "Communication and Cooperation in Public Libraries," Catholic Library World, July/August 1978, p. 17.

[4]Ibid., p. 19.

[5]Robert N. Case, "Assessment Checklist - A Guide to Strengthen Community Libraries in Library Cooperation," Rural Libraries, Fall 1980, pp. 1-44.

[6]"Library Cooperation: Rhode Island Coop and Boston Public Eye Resource Sharing," Library Journal, July 1980, p. 1460.

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[13]Christine Drake, "Public Libraries Find Needed Information Through University Extension Services," Mississippi Library News, March 1966, pp. 28, 30.

[14]"Role of School Libraries in National Network Sketched," Library Journal, 15 March 1979, p. 664.

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[16]Elaine Baker, "The State of Young Adult Services in a Rural Library System and Implications for the 1980's," The Bookmark, Summer 1980, p. 420.

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[20]Irene Martin, "Shamokava Story: Rural Library Service in Washington State," Wilson Library Bulletin, February 1981, pp. 240-242.

[21]Mary Jordan Case, "Indiana Case Study 2: The Stone Hills Area, A Rural Experience," in Multitype Library Cooperation, ed. Beth A. Hamilton and William B. Ernst (New York: R. R. Bowker Co., 1977), p. 80.

[22]David B. Hoffman, "Interlibrary Cooperation -- A Perspective from the State Library of Pennsylvania," Rural Libraries, Summer 1980, p. 13.

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[24]Meyers, "Communication and Cooperation," p. 19.

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# A MARRIAGE OF CONVENIENCE - OR NECESSITY?
## The Combined School-Public Library

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Cooperation between school libraries and public libraries has been a concern among librarians for nearly as long as the two institutions have existed. The issue causing the most debate is the ultimate form of cooperation between the two: combining the school library and the public library into one institution, equally serving the traditional clientele of each from a single facility.

The concept of a combined school/public library instantly raises emotions ranging from abhorrence to enthusiasm in librarians. Thus it is tempting to dismiss the concept as either "bad" or "good," based on little or no experience or merely on an article or two in the professional literature. Since employed in a combined facility in Pennsylvania, this author has read widely in the professional literature and modified her initial ideas based on this research as well as on experience. An attempt has been made on this writer's part to examine this issue with both openmindedness and professionalism.

This paper will examine the combined school/public library in the United States with the additional insight of one influential study done in Canada. However, the concept has been attempted and researched throughout the world. This paper will begin with a survey of the literature which discusses the benefits and weaknesses of combined libraries. After a subsequent examination of actual research and specific examples, the final section of this paper will present general conclusions and considerations.

As noted above, the concept of combined school/public libraries is not new, and while many professionals consider the concept totally unacceptable, the idea simply will not die. Shirley L. Aaron has noted in her study of Florida's combined libraries that five major factors contribute to the resurgence of interest today:

1. There is increasing pressure on public institutions to make better use of tax monies.

2. The concept of a community school which serves as the central educational agency for all community members has received broader acceptance. Expanded school library programs and hours are frequently viewed as a means of efficiently using existing educational facilities.

3. School and public libraries have been forced to examine new methods of offering adequate service with less money due to the cutbacks of fiscal resources which had funded library programs in the past.

4. Because the public increasingly sees the library as the learning center for lifelong education, the educational roles of both school and public libraries are tending to parallel each other more closely.

5. There is a growing trend among libraries of all types to provide access to information regardless of format. For example, while school libraries have invested in audiovisual materials and equipment for several years, many public libraries are just becoming aware of the importance of these items.[1]

An additional reason for this resurgence of interest is pointed out by William G. Asp, Director of the Minnesota Department of Education's Office of Public Libraries and Interlibrary Cooperation. He states that today's advanced technology has become feasible for all types of libraries, and that the possibility of shared cataloging and remote access to bibliographic information will affect the services of public and school libraries.[2] These factors could alter the public's conception of both.

At this point it behooves us to look briefly at the largest body of the professional literature concerning combined libraries: the general "pro" and "con" arguments which are central to the library profession's views on this subject.

"PROS"

The benefits of a combined facility can be divided into three catagories: Financial Resources, Collection, and Service and Personnel.

Financial Resources

Not only is it more economical to operate one good facility rather than two unsatisfactory ones (e.g., costs of utilities and maintenance), it is also possible to avoid duplicating expensive reference sources or periodicals. Media services such as meeting rooms, exhibits, production and videotape facilities, and specialized programs are available to everyone in the community. Depending upon state law, it may also be possible to share salary expenses; increase the likelihood of grants; and use the collection and facility during holidays, summers, weekends, and evenings.

Collection

Not only do combined facilities have children's collections, they tend to have stronger fiction collections and wider selections of reference materials than school libraries would provide. Conversely, public patons would have available wider and more varied non-fiction collections and more non-print materials than small public libraries could provide alone. Because of a community's educational resources are located in one place, utilization of these materials may increase.

Service and Personnel

In small communities which may be unable to support two libraries, a combined facility can enable these communities to have library services that otherwise would not be available, or would be so meager as to be ineffective.[3] Such communities could also hire more and better-trained staff by creating a combined facility. School groups might be able to aid the community by providing special services to senior citizens, shut-ins, and others. In turn, students and teachers could have direct access to the interlibrary loan systems available largely to public libraries.

Some school administrators and city officials have noted better school/community relations as well. For example, Dale R. Horncastle, principal of the Alexander Gibson Memorial School in Marysville, New Brunswick, notes that Marysville's combined library:

> "Offers to school officials another vehicle for personal contact in the development of a community minded school or a school minded community. The more naturalness that comes by visiting a school the easier the task in communication is between teacher and parent. . ."[4]

"CONS"

On the other hand, problems and weaknesses of combined school/public libraries comprise the larger segment of the "pro" and "con" literature. These objections may also be roughly grouped into five categories: Finance, Management, Location, Collection/Circulation and Staffing.

Finance

Because community leaders and school officials are seeking ways to economize, frequently combined facilities are inadequately funded. Not content to economize merely on building, maintenance and utility costs, governing bodies tend to provide inadequate funding for a suitable physical

facility or for sufficient staff, materials, and equipment. Consequently, the combined library is unable to serve either school or public clients adequately, creating a costly facility which fails to serve either group.

Management

According to Wilma Lee Broughton Woolard in her master's study completed at Illinois State University, the most common problem in a combined facility is administration. Specific problems include:

> failure of boards concerned to define areas of responsibilities; failure to include all parties concerned with the operation of the library in the planning of the facility; failure of school authorities to recognize the authority of the public library staff; misunderstanding by citizens and the public library board of the professional librarian's role in the library; failure of governing board to appoint a chief administrator; interference by the school in public functions; and "dual administration" (classified and certified personnel having different salary and work schedules).[5]

State laws can sometimes pose problems as well. In certain states, school districts are forbidden to pay public employees' salaries. In states such as Pennsylvania, a combined facility is denied state aid and may not apply for LSCA grants.

Location

While most, but not all, combined facilities are located in or very near a school, this is usually not in the best interests of the public library clientele. Kevin Hegarty observes:

> The site location criteria for schools and public libraries are generally almost totally alien. Briefly, public libraries should be located at or near the intersection of major thoroughfares. . . Schools are normally located in traffic-free residential areas, . & . with the library placed in the center of the instructional area.[6]

Ken Haycock elaborates further on this problem:

> Since the use of the public library is voluntary and informal, it must have a prominent location in a densely populated area. . . The building must be inviting and highly visible if the library is

> to compete successfully with private and public recreational pursuits. An open view of books and people reading and enjoying themselves enhances the public library situation; it is essential that the public library be on the ground floor. . .
>
> The school media center also needs to be at the center of its population base. Current trends in education place the media center in the middle of the school . . . making a separate outside entrance almost impossible . . . The school itself does not have to attract clients . . . Most of the students in elementary and secondary schools are obligated to attend by legislation . . . There is no need for a conspicuous location or main street display windows.[7]

Woolard's survey identifies several other problems related to location, including the reluctance of adults to use the facility during the school day for "psychological" reasons or because of students' presence; cramped or otherwise inadequate physical facilities; inadequate parking for public patrons; limited hours for adult use; and the inability to communicate to the public that the school library is also the public library.[8]

Collection/Circulation

An obvious problem concerning a combined facility's collection is censorship. If the facility were located in a school, the temptation to censor public materials (at least unconsciously) would be always present.

Not only might students be restricted in their borrowing, adult patrons may also be limited in the quantity or types of materials they may borrow from a combined library. Haycock also examines the circulation problem:

> Teachers often find it necessary to put blocks of books on short term loan such as three days or overnight or even on reserve for use in the media center only. To interfere with this policy and procedure would be detrimental to the education of students. However, what are the rights of the public during those days, weeks or even months? . . . It is reasonable to demand returns from adults before nine o'clock in the morning as we do from students because the materials are needed during the day? . . .
>
> The problems of circulating non-print materials are obvious at even a cursory glance. Since we lend filmstrips, tapes, loops, records, and other non-book materials to students in most schools,

> do we lend them to the general public? In addition, we lend the necessary equipment for home listening and viewing if this is necessary . . . Is there enough equipment in the schools to include loans to the community? Again, can we demand immediate early morning return so that teachers can use it during the day?

Staffing

> Ida Reddy has noted that:
>
> The school librarian, by virtue of her training and experience, is familiar with school problems, teaching aids and materials. The public librarian is conversant with public library administration and service and does not have the specialized training of the school librarians.[10]

Because of the dichotomy which exists in the training of librarians, it may indeed be difficult to find one person with expertise in working with both students and public patrons. If there are several librarians whose duties are designated either "school" or "public," the governing board(s) must carefully consider status and salary. Problems can arise because school personnel are generally better paid than their public counterparts, even though they may work fewer week in the year (but not necessarily fewer hours).[11]

## STUDIES AND RESEARCH

As municipal bodies, school administrators, teachers, and librarians grappled with the problems of libraries, it became apparent that there was a need for research, experiments, and discussions about combined libraries. A number of individuals have attempted to fulfill this need. We will examine some of the most important research here.

In 1937, James E. Wert published an early study of public library branches housed in schools serving both children and adults. His method of evaluating the effectiveness of a combined library was to survey the adults in the area to determine how many held library cards as well as the source of a

book they had read in the last two weeks. Wert reported that the branch library in the school was more economical and just as effective as the separate branch library and the library patronage decreases as distance increases; therefore, he advocated "further expansion of library facilities by establishing more branches."[12] Though the survey was limited to two libraries in St. Louis, Missouri and would not be called "scientific" by today's standards, it was an attempt to actually measure the phenomenon and to publish the results.

The next significant and still widely quoted study was done by Ruth M. White and published by the American Library Association in 1963. The results were obtained from the questionnaire which she sent to 154 public libraries located in schools. While she concluded with no recommendations, White did summarize the replies of librarians who worked in combined facilities. She found that:

1. Nearly three quarters of the people questioned opposed combined facilities, while the remainder were either uncertain or cautiously optimistic
2. Professional literature of the previous twenty years was almost unanimously opposed to the combinations
3. Combined school/public libraries had been tried more than one hundred years before and were outmoded. The trend was away from such combinations.[13]

In 1975 Carol Unger resurveyed the libraries identified by White to determine if any had ceased to exist as combined facilites. She found that twenty-five had relocated and were no longer operating as combined libraries, though she found no particular trends to be responsible for the changes. However, Unger did find that the inconvenience of a public library located within a school accounted for lower adult usage, and that the primary library patrons were the students who attended classes in that school.[14]

In 1977 Wilma Lee Broughton Woolard attempted to identify as many combined school/public libraries in the United States as possible. Further, she sought to determine the feasibility and effects on service of such mergers. A final total of about 150 libraries was obtained, though fifty-five were actually used in the survey.

Woolard concluded that under certain conditions and circumstances, school libraries and public libraries were able to combine to offer viable library programs. The optimum environment seems to be in communities with ten thousand residents or less, and which need either a school or public library and/or professional staff.[15]

One noteworthy research team consists of Canadians L. J. Amey and R. J. Smith. Their 1976 study sought to "investigate whether substantial differences exist in the attitudes of school libraries and public librarians toward combining school and public libraries."[16]

One hundred and twelve librarians in the Toronto area who had worked in either a school or public library (but not a combined facility) responded to the questionnaire. Amey and Smith concluded that the two groups had substantial differences of opinion concerning circulation, sharing tasks, and role perception. Areas of agreement included economy, provision of controversial material and the basic purpose of their libraries. Contrary to professional literature, geographic location of a combined library in the community was not found to be a source of concern to either group.

In another interesting attitude study, Esther R. Dyer analyzed panelists' predictions for the next fifteen years about possibilities relating to children's services in school and public libraries. Dyer's most penetrating and disturbing finding was that:

> The highest priorities for both institutions [school and public libraries] are self-preservation and protection of territory, and cooperation is an implicit threat to autonomy. Long a sacred cow of librarianship, cooperation will not be overtly resisted, but neither will it be actively pursued unless external forces such as the community or other funding agencies foist such a requirement upon these traditionalist institutions.[17]

Today, not only are individuals responding to the need for further research on combined libraries, government agencies are also becoming involved. Rather than discussing each state's activities, Wisconsin will serve as an example.

In Wisconsin, a position paper designed to serve as a guideline was developed jointly by the Bureau of Public and Cooperative Library Services and the Bureau of School Library Media Programs. The bureaus do not generally advocate combined libraries, but they acknowledge that these facilites may offer temporary solutions in some cases. In addition to making recommendations which address typical library problems (including finances, staff, collections, and others), these bureaus add the unusual admonition to provide means for later dividing materials and equipment in the event that the combined library can be separated.[18]

While some states write proposals and conduct original research, other states try to implement the ideas which others have expressed on paper. Two examples will illustrate this point.

Elsie Brumback, Director of the Division of Educational Media of North Carolina, reports that in 1978 a combined school/public library was opened in very remote Bayboro, North Carolina. A one-room public library, staffed by volunteers, had been in existence since 1972, and there did not seem to be any way to improve library service except for a bookmobile which stopped in Bayboro every two weeks. As the high school was getting a new addition, the school's

superintendent suggested that the new library be built to provide service to both school and public patrons. A children's room and community auditorium were among the physical facilites provided. A director with experience in school, public, and combined facilities was hired, along with several other professional librarians. While combined libraries are not advocated in North Carolina, Brumback admits that in this particular situation, dedicated local people have vastly improved the educational, informational and cultural possibilities in their community.[24]

The state of Hawaii has a highly developed and sophisticated combined school/public library system. Organized in 1965 and administered by the Department of Education, the system's emphasis is on providing equal information access to all residents of the state. Resources are divided equally between school-oriented and public-oriented services and programs. Several professional and paraprofessional staff members are employed at the libraries, each with expertise in a particular area such as graphics, school, or public services.

Ramachandran notes that unlike many combined facilities, this system was designed not to save money, but to spend it wisely. Hawaii's facilities do not try to do two jobs with insufficient money and personnel. Each facility is essentially a new entity designed for two purposes, rather than simply a merger of two standard institutions.[20]

After an examination of the literature detailing actual or supposed benefits and weaknesses of combined libraries, research studies, policy statements, and editorials, some conclusions will be drawn about combined school/public libraries in America today and suggestions made for the future.

Like all others seriously concerned with combined school/public libraries, this author recognizes the intense need for more research and less theorizing. There is finally some cause for hope in this area, as the important studies by Woolard, Amey/Smith and other have all been done since about 1975. Additional topics for further study might include the evaluation of existing combined programs and the opinions of interested groups such as students, teachers and the general public who are patrons of combined facilities.

From the research which has been done, a body of literature is beginning to develop which could be described as practical guidelines for communities considering a combined facility. Woolard's study contains lengthy recommendations, and Shirley Aaron has developed a checklist to be used by local planners. Although a wide range of problems must always remain: would a combined library provide services equal to or better than those provided by separate libraries without sacrificing either the public or the school clientele?

Something which the library profession does not need is more "doom and gloom" literature listing the many faults and insurmountable problems inherent in combined facilites. While it may be true that there are few, if any, ideal combined libraries in existence, it is this author's opinion that there are also few ideal school or public libraries. This fact, however, does not discourage librarians from striving for perfection in all libraries.

It must also be noted that critics all too frequently evaluate combined facilities using the national, state or professional guidelines for both school and public libraries which do not take into account the unique problems and capabilities of these facilities. These guidelines were often written by urban professionals who do not understand the special rural problems combined libraries seek to alleviate. Since combined libraries are not necessarily

intended to meet the same goals in the same ways as traditional libraries, combined libraries are considered substandard.

It is unlikely that anyone would advocate merging all school and public libraries, but as we seek to provide library service to areas, usually rural, which are still totally lacking in library service, a combined facility is a viable option. One state consultant challenged critics by asking,

> "Are you, then, saying that in our small towns which will never be big enough to support two good libraries, or get two good librarians, and which are too spread out for effective system coordination, are to be doomed to having two poor libraries, forever?"[21]

This author predicts that creative people who are earnestly trying to provide library service to rural populations are on the verge of creating an entirely new type of library. A combined school/public library should not be seen merely as two separate libraries sharing a building, resources, and possibly staff members, but should be considered as one information center seeking to meet the educational, recreational, and cultural need of all community members. This marriage between the various facets of both libraries enables the two formerly individual entities to function as one whole. Ian MacSween, head librarian at the Centennial combined facility in Coquitlam, British Columbia sums up this concept well when he states:

> In some ways, the world cohabitation does fit the situation of some school-housed public libraries. Just as people sometimes "shack up" to avoid the commitments and responsibilities of legitimate marriage, the school-housed public library, in many cases, especially our own, has been a sort of trial marriage. Like other trail marriages, Centennial, and other situations have been entered into lightly without any long range plans being made. In our case, the only real obligation is that neither partner may walk out without first serving a one year notice of termination.[22]

The emergence of this entirely new library makes demands upon agencies not directly involved in actually planning or operating the facility. National,

state, and professional groups must develop new guidelines designed specifically to apply to combined facilities. Individuals with expertise in combined facilities should be identified for consulting purposes, and relevant information should be disseminated in highly visible form to those who need it. The curriculum of library schools should be expanded to include training for those who wish to work in combined libraries; courses must provide instruction in legal matters pertaining to public institutions as well as information relevant to school environments. Certification requirements should recognize the skills and training needed for managing these special facilities. Architects must be sensitive to the needs of combined facilities in order to design flexible, useful structures while benefitting from the mistakes discovered in previous building attempts. States may need to change legislation relating to grants and political boundaries in cases where these problems inhibit combined facilities.[23]

Late in 1964, the Advisory Council on Library Development commissioned Frederic Wezeman, Associate Professor of the Library School at the University of Minnesota to conduct a survey of the state's combined libraries. Mr. Wezeman visited twenty of the twenty-two combined facilities he could identify, compiling a few descriptive statistics based on his visit. All of his data was used to make extremely negative comments about the combination libraries in general.[24] The "study" appears so totally negative and so strongly biased that this author believes the "study" was designed to support the Advisory Council's position, rather than to make any real contribution to the body of knowledge concerning combined libraries.

It is high time that the library profession and related agencies accept the existence of combined school/public libraries and acknowledge that under

certain circumstances these facilities provide a viable option for rural communities which can not support two libraries. Regardless of how determined some people might be to eliminate all such libraries, interest is still high, especially in small rural communities. It would be far better to urge the marriage of both facilities creating one worthwhile and entirely new entity than to ostracize those facilities which have been simply cohabitating and thus providing relatively poor service. Good combined school/public library programs are not easy to plan, implement, study or evaluate, but not all marriages are made in heaven.

FOOTNOTES

[1]Shirley L. Aaron, A Study of Combined School-Public Libraries (Chicago: American Library Association, 1980), pp. ix-x.

[2]Dorothy Stick, "Public Library/School Library Cooperation Eyed in Iowa," Library Journal 103 (May 1, 1978): 923.

[3]Wilma Lee Broughton Woolard, Combined School/Public Libraries: A Survey with Conclusions and Recommendations (Metuchen, NJ: Scarecrow, 1980), p. 51.

[4]Dale H. Horncastle, "Public Library Within a School: Can It Work?" Atlantic Provinces Library Association Bulletin 37 (Winter 1973): 106.

[5]Woolard, Combined School/Public Libraries, p. 53.

[6]Kevin Hegarty, "The Fall and Subsequent Rise of a White Elephant: The School-Housed Public Library," Virginia Libraries 18 (Summer 1971): 13.

[7]Kenneth H. Haycock, "To Combine or Not to Combine: The School Media Center and the Public Library," NASSP Bulletin 59 (September 1975): 68-69.

[8]Woolard, Combined School/Public Libraries, p. 54.

[9]Haycock, "To Combine or Not to Combine," p. 70.

[10]Ida Reddy, "The School Housed Public Library -- An Evaluation," Ontario Library Review 52 (June 1968): 83.

[11]Haycock, "To Combine or Not to Combine," p. 72.

[12]James E. Wert, "The Effectiveness of the Public-School-Housed Library Branch," Library Quarterly 7 (October 1937): 545.

[13]Ruth M. White, The School-Housed Public Library -- A Survey (Chicago: American Library Association, 1963): 1-4.

[14]"The School-Housed Public Library, Revisited," cited by Shirley L. Aaron, A Study of Combined School-Public Libraries (Chicago: American Library Association, 1980), p. 5.

[15]Wilma Lee Woolard, "The Combined School and Public Library: Can It Work?" Library Journal 103 (February 15, 1978): 438.

[16]L. J. Amey and R. J. Smith, "Combination School and Public Libraries: An Attitudinal Study," Canadian Library Journal 33 (June 1976): 252.

[17]Esther R. Dyer, Cooperation in Library Service to Children (Metuchen, NJ: Scarecrow, 1978), p. 94.

[18]Woolard, Combined School/Public Libraries, p. 20.

[19]Elsie L. Brumback, "Public-School Library Cooperation in Rural America -- A View from the State Level," Rural Libraries 1 (Spring 1980): 42-44.

[20]Rasu Ramachandran, "Community/School Library Concept in Hawaii," UNESCO Bulletin for Libraries 28 (July 1974): 201.

[21]Peggy Sullivan, "Problem: To Find the Problem," Illinois Libraries 52 (April 1970): 327.

[22]Ian MacSween, "Centennial Library," BCLA Reporter 19 (January 1976): 29; (March 1976): 8-16.

[23]Woolard, Combined School/Public Libraries, pp. 80-81.

[24]Frederick Wezeman, Combination School and Public Libraries in Pennsylvania: A Study with Recommendations (Harrisburg: Pennsylvania State Library, 1965), pp. 1-5.

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*denotes articles describing Centennial Library, Coquitlam, British Columbia.

## KIDS ARE THE ISSUE: RURAL LIBRARIES AND CHILDREN'S SERVICES

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Thanks to the recent census we know that more people moved out of the cities and into rural areas the past decade. This was a reversal of a 160 year long trend of rural-to-urban migration.

These emmigrants of the 1970s took with them dreams of a slow paced life style, less congestion, less pollution, less crime - a dream of more of the good things in life. Many of these people also took their children, hoping to find a good place to raise kids.

Many rural communities are growing, others remain stable and still others are dying out. But this sweeping generalization could have been made about any rural community in this country anytime during the past 30 years. It does not mean much, except that as communities change one expects library service to change too, either for better or for worse.

Thirty years ago television was a new frontier to be explored and libraries were not yet in real competition with it. Todays grade school children have never not known television. Not only is TV very present in their lives, but also sophisticated video games and computers and these kids are more comfortable with computers than most of their parents.

One can hardly assume that isolated rural young are unaffected or unaware of these technologies. Do you know of any 10 year old that has never played videogames? Are rural public libraries serving the young? Are they meeting the needs, the wants of children in rural areas? Do librarians even know what the needs and wants are?

In this paper an examination of children's library service in rural areas will be conducted. To do this one must look at several related factors: the role of the children's librarian, the role of the director, the role of a state or regional consultant and the role of other community organizations that deal with or serve children.

There are problems inherent to rural areas that make library service difficult, such as isolation, lack of resources, lack of professionally trained librarians (although a lot of libraries have been operating without degree bearing librarians and probably will continue to do so).

One of the criteria for defining rural is isolation. People in rural areas are isolated from one another, from a community, from the services provided by a community (such as fire and police protection, hospitals and medical care facilites, and libraries). I do not mean to imply rural areas lack these services, these services are just further away and not as sophisticated as one finds in an urban environment.

Rural communities are also out of the mainstream of academic influences, so they are probably less aware of some of the current trends of thought. For example, marketing in libraries seems to be a hot topic now, particularly if one is familiar with Baltimore County, Maryland. However, it will take a while for marketing ideas to reach small rural libraries through continuing education or conference workshops.

Besides, people in rural areas tend to be more conservative, less subject to changing. Things have to be practical, as pragmatism is another characteristic of rural residents. A Library with a limited budget can hardly experiment with new techniques, so that is best left to larger libraries, who have the time, money and staff to iron out the kinks.

In rural areas people may be further from a public library, or any other type of library, than in a city. For a child this problems is magnified, because if he or she can not walk or ride a bike to the library, then the child is dependent upon an adult for a ride, public transportation being non-existant in most rural settings. In a study done in Seattle in 1972 it was found that as distance from the library increased the number of users decreased.[1] Seattle is hardly rural, but obviously distance is a factor in libary use; remotness from public services is isolation.

This is a factor that people providing library service to children in rural areas must deal with.

Children's librarians are often characterized by their creativity, yet creativity is often the product of brain-storming. Any librarian in a small library is less likely to have contact with other professionals, less likely to have the chance to exchange ideas and probably less likely to have the time alotted in the work schedule. In the small library lucky enough to have a person on the staff in charge of children's services, that person does selection, programming, outreach, school visitation and probably a multitude of other things.

Who is responsible for children's services in the small library?

> In a small library there are several ways in which children's services are provided: (1) by a professionally trained children's librarians with paraprofessional or clerical support staff; (2) by a professional trained librarian who is the library director and works in every service areas as needed, but who delegates certain tasks to paraprofessional staff members on a daily basis; or most commonly (3) by a librarian who is not professionally trained and who works in all areas.[2]

Perhaps now is an appropriate time to define children's librarian as it will be used for this paper. The "children's librarian" is the person primarily responsible for children's services, whether degree bearing or not.

It is important to have the right sort of person in charge of children's services, someone that understands and works well with kids. Ideally the designated children's librarian should have a knowledge of child development and how to plan and implement programs suitable to the different age groups being served. Adults in a rural area, especially if the area has not experienced a recent growth in population, are more homogeneous than in metropolitan areas. However, children, even in rural areas, have different wants, needs and capabilities. An age difference of a few months can make a big difference in a child's reading interests or abilities. The children's librarian must be sensitive to all this in order to provide reader's advisory and reference services.

According to a LAMA publication Serving Children In Small Public Libraries this individual should select and weed materials, develop outreach services, help set goals and carry out library policy concerning children and prepare and maintain a children's materials and program budget.[3] Excellent recommendations, but one can not help but wonder how many children's librarians in small libraries actually do this or how many are even aware of guidelines such as this.

Goals of library service for children often include providing children with a variety of experiences through various media, which will assist with his or her emotional and intellectual growth.[4] In a small library situation these may or may not be formally recognized as goals. If a director has time to produce a policy manual (or the inclination to take time) it might include goals for children's services and selection criteria; hopefully the person responsible for children's services would have input into this.

Only four states have guidelines and standards for children's services; they are California, Illinois, Vermont and Virginia. Two states mention children's services in the general standards, Arizona and North Dakota and three more states, Idaho, Ohio and Wisconsin, are working on standards.[5] That leaves forty-one states with out standards for children's services. Perhaps lack of a good example from the state library or library association and a lack of guidelines to work from is part of the reason small libraries do not have policies.

Shonts indicated that new goals, new programs in the children's department can be disconcerting to other departments. One of the beauties of a smaller library is the absence of bureaucracy. Each person is more readily aware of what co-workers are doing and each staff member is more likely to be helping with children's services during a special program. With staff performing duties throughout the library there can be a better appreciation and understanding for the importance of the different departments (to use that term loosely).

Yet the perception of the importance of children's services certainly differs from library to library, whether large or small, urban or rural. When budget's are cut, children's services are often the hardest hit. But why is this?

Obviously there is a lack of commitment to children's services on the part of the administration. A commonly held belief is that children's services is play, therefore anyone can do it.[6] Any professionals, therefore in children's services can be put to better use elsewhere.

But cutting children's services disporportionately is cutting the library's throat. A survey done recently indicates that adults, i.e., parents,

use the library more often when they bring their children to library programs.[7] Curtailing children's services has an indirect effect on services to adults or to the number of adults served.

Something rather alarming came to light in research done for a Ph.D. dissertation by Margaret Kimmel in 1979. She proposed to determine if librarians who exhibit more striving for professional recognition and status have less regard for lower-class or lower-status clients. One of the conclusions reached was that, generally, the public librarians who want to succeed professionally have less concern for children.[8] In other words, children are viewed as lower-status patrons. It is no wonder then that in libraries with a professionally trained director budgets for cildren's services get cut.

If the children's librarian is not in on the planning and development of library goals, is not there as an advocate the budget could be cut without a word of protest. Perhaps the rural libraries are better off without ambitious young professionals around.

If the children's librarians in rural areas do not play an advocate role, who should?

Certainly a library director could, and undoubtly often do. But a director has a multitude of responsibilities and it is only human nature that energies might be expended elsewhere, i.e., budgeting, fund raising, adult services.

The role of a state or regional consultant for children's services becomes important. Not only can a consultant be an advocate, but can serve in other capacities as well.

"In states with small rural communities, there will always be a need for professional innovative consultants who will incorporate change and respond to

trends."[9] The consultant can act as an advocate for children's services at the state level, as well as help children's librarians to be advocates in their own libraries.

State library agencies traditionally provide staff training, usually to non-degree holding librarians from small or rural libraries. Other services provided by consultants include sponsoring of state-wide summer reading programs, maintaining a juvenile book examination center, conducting book review sessions, launching publicity campaigns, conducting workshops on programming (like storytelling, use of AV equipment, drama and crafts).

In states with regional library systems, a district consultant performs the duties similar to a state consultant. Hopefully, these people are in personal contact with the librarians they serve more often than the state consultants, who spend fewer than five days a year with their consultees.[10]

In New York State, regional library systems organized by the cities were viewed with suspicion and distrust in rural areas. To combat this meetings between local and regional staff and trustees were held to outline some common goals. The following three goals were cited: collections, facilities and staff abilities needed improvement. Children's rooms, or corners, were given a face lift; a team of professional librarians selected 3,500 titles which arrived at the regional libraries classified and processed; weekly book reviews were held and included discussion of criteria. From these review sessions a monthly annotated buying guide was distributed to the libraries.[11]

Also made available to the rural libraries was Programs for Children, an urban librarys' publication suggesting programs for story time by topic or theme.[12]

It has been found that children need or want more reader's advisory and rural librarians are not always prepared to handle this. The regional consultant to the libraries in the Northwest Territorities of Canada offered a three part solution: a list of fiction books by topic, a list of replacement titles for series fiction and interlibrary loan service to children.[11]

Volunteers are important, especially to a small library. In the children's area they can supplement staff and help carry out programming. In some libraries volunteers produce puppet shows or act out fables and fairy tales periodically during the year, like at the culmination of a summer reading program. Other volunteers work on a more regular basis; their duties can include checking out materials, shelving, repairing materials and equipment or assisting with story time. These volunteers can also help with special programs, refreshments or help publicize events.

Word-of-mouth is such an important source of conveying information in small communities, volunteers should be encouraged to spread the word about library programs. The library volunteer, who is only at the library a few hours a month, can likely have more contact with the public in general than the librarian who works full-time.

Serving Children in Small Public Libraries lists three recommendations for effective volunteer programs:

1. They are adequately trained to perform the tasks assigned.
2. Everyone is aware of their working schedule and that the volunteers feel committed to that schedule.
3. There is some type of compensation - praise, certificate, recognition - for the work and time they are giving to the library.[12]

Volunteers, like other staff members, need to feel they are a vital, contributing member of the organization.

Volunteers could be encouraged in other ways, too. For example in New York State, the assembly proposed to reward library volunteers with tax credits. For 150 hours of volunteer work, a $150 tax credit would be given.[15] It would be nice if more states followed New York's lead.

An often over looked group of potential volunteers are teenagers. One consultant cautioned that they do not like routine things, like shelving books, but many of them can run film projectors and might be willing to show movies to children. Young adults could also assist in story time, puppet shows or other creative ventures.

In Tennessee the state government recognized volunteer work as experience when applicants are evaluated for employment.[16] This could benefit both younger and older volunteers, especially if other states adopted this option.

Another role to be considered, in fact several roles, are other agencies and organizations dealing with children. What is the role of the library and the school?, the library and the day care center?, the library and children's organizations?

It depends, of course, on the size and number of staff, the goals and resources of the library, particularly in the children's department. It is not the purpose of this paper to examine in detail cooperative services, but a cursory look is in order.

The merits of cooperation between the public school and the public library is one of the oldest, and judging from the literature, viable areas of cooperation. Suffice it to say that cooperation works in some cases and not in others.*

*See Ann Wilson's article on public-school libraries in this issue of Rural Libraries.

For example, in Frankfort, Illinois the public library and one public school share a librarian. Frankfort is a rural area experiencing rapid suburban growth. Kay Weiss reported in Illinois Libraries that she is able to better facilitate interlibrary loans from the public to the school library, helped anticipate requests by teachers and provided a greater opportunity to meet with young people in the area. Plus a familiar face at the public library makes it less forbiding, she contends.[17]

Another type of cooperation between the school and the public library is found in Basin, Wyoming. The school district does not have the funds, nor the space, to provide a library for grade school students, so the classes visit the public library once or twice a month, hear a story and check out books. On library visitation day a lot of kids show up at the library after school to check out a record or look at something they just did not have time to examine earlier. Admittedly this is a poor substitute for a school library, but it is better than having no library service at all.

Cooperation with day care centers is another task often assumed by librarians, again depending on size of staff and objectives. Libraries work with day care centers by provoding picture books, doing flannel board stories or by having the children visit the library. Day care people (and teachers) are also invited to storytelling workshops in the library.

Rural libraries also meet the needs of boys' and girls' organizations, such as the Girl Scouts, Campfire Boys or the 4-H Club. The cooperation can be nothing more than a tour of the library - which even the smallest library does, to having a Girl Scout volunteer in the library, or by providing for a 4-H display.

The state or regional consultant plays a vital role in the cooperative process. A consultant helps stimulate cooperation between libraries, works with other state agencies concerned with all aspects of child welfare and work with people on the state level who are responsible for school library service.

At the beginning of this paper some of the disadvantages of library service in rural areas were listed, but now some of the advantages should be cited. While many rural libraries are inadequately funded, many more are well financed. On suspects that rural libraries that have relied only upon local resources are probably more secure now than urban or suburban libraries that have depended on LSCA funds or other federal grants to provide programming and services. As the population continues to shift from urban to rural areas, an erroding tax base will further hamper the city library.

While the fluxation in population does cause problems, it will also aid the rural communities, and the library. For example in Wyoming six counties have had new libraries built within the past five years - Albany, Carbon, Sweetwater, Fremont, Campbell and Lincoln. With the exception of Albany County these counties underwent a rapid growth in population due to an increase in mining. The tax base was expanded in these counties, allowing for an expansion in county services, including the public library. During this time period the University of Wyoming in Laramie also grew, accounting in part for the new library in Albany County, and an addition to the UW library.

A majority of the people leaving urban areas are white and middle-class, the traditional library users. So the cities are loosing the primary patrons and the country side is gaining them. These newcomers, with sophistacted library expectations, make demands on the rural library; demands the locals,

including the librarians, never considered. While adult emigrants have other expectations, their children do too.

If the library in Metropolis has toys, games, tapes, books, magazines and microcomputers, the child will expect these same things in the Riverside Library. Obviously not all small libraries can afford microcomputers, but children will expect more than books.

Another feature of the small town is the friendly, informal channel of communication which exists to the advantage of the library. It is easier for the children's librarian to know patrons and their parents; there are few to know. Small towns also have a homogeneous quality. These two factors make it easier for librarians to assess their clients needs, to be aware of community issues and to become involved in an organization or serve on a committee.

A children's librarian involved in an organization for personal reasons still represents the library and more importantly can find out what parents in the group are concerned with or interested in and can use this information to better serve parents and children.

The children's librarian might be a parent. His or her child provides a source of contact with other children and other parents.

It is worthwile to reiterate the lack of a bureaucracy in the smaller libraries. Channels of communication are informal, everyone knows what everyone else is doing (another characteristic of small towns), and cooperation from everyone on the staff is necessary to keep the library running. In small libraries everyone is an important member of the team and perhaps the only member.

Anyone who has recently done a literature search realizes that there is very little being written about libraries in rural areas. Except for the

Center for the Study of Rural Librarianship no other academic institution is examining rural library service routinely.

As Marilyn Shontz pointed out in Top of the News recently, very little research has been done on service to children in public libraries. Many doctoral dissertations have been conducted on children's literature, but not nearly enough research has been done on the various aspects of children's library service.[18]

Couple this with the lack of research done on rural libraries and it is clear that library service to children in rural areas needs to be examined.

Some information is available, but one must hunt for it, so drawing further conclusions about service to children in rural areas is difficult.

Rural libraries are not as alike as peas in a pod - they may or may not be readily distinguishable from the other vegetables in the library garden, to continue with the metaphore. Some libraries have new buildings and are well staffed; other are small, one room operations run by dedicated volunteers. Library service to children varies widely in the different types of libraries by the physical nature of the library itself.

Just as libraries are different, so are librarians. As demonstrated previously some hold an MLS degree, others have some training or background while other are the only ones working in the library. The amount of training the children's librarian has, the resources available, the individual's creativity and the support received from co-workers and associates all play a part in determining the librarian's effectiveness.

As illustrated the attitude of the library director is a factor in children's library service in a small library, or in a large one. If the director recognizes the importance of children's services, the program will be

funded and the children's librarian rewarded. The director serves as the library's representative to the community and in this capacity can "talk up" children's services, as well as other services.

Patrick M. O'Brien, director of the Columbus and Franklin County library system, offered a wonderful, insightful thought to children's librarians:

> The public library is one of the few (it may even be the only) institutions left in this country where a child can still get one-to-one professional help free and without question. Every other institution I can think of, from museums to schools to counseling agencies, deals only with children in organized groups or by appointment.

It is too bad O'Brien's attitude is not shared by more directors.

As a final note I will add that children's services in rural areas needs more attention. I know there are children in rural areas being served by public and school libraries, and children who are not. Yet there is not enough material to draw more concrete conclusions about who is being served, by whom and what the service is like.

Nor are we as librarians really aware of all the problems of serving the rural young; one can assume some of their information needs are similar to adult patrons, yet they have their own unique needs and wants different than those of kids living in metropolitan and suburban areas.

I suppose it is not good form to end a paper with an unanswered question but after reading, thinking, writing and reviewing my own experiences on the topic I can only conclude that we really do not know the status of children's service in rural libraries in this country, or even in geographical regions of the country. I think it is something that merits more attention.

FOOTNOTES

[1]L. Reddy, "Beyond the City: Library Services to Children in Rural and Dispersed Communities" International Library Review 7 (3 July 1975): p. 259.

[2]Marilyn L. Shontz, "Selected Research Related to Children's and Young Adult Services in Public Libraries" Top of the News 38 (Winter 1982): p. 132.

[3]Diana Young, Serving Children in Public Libraries (Chicago: Library Administration and Management Association, ALA, 1981): p. 3.

[4]Patricia L. Smith, "Beyond the City" International Library Review 7 (3 July 1975): p. 301.

[5]Ethel Ambrose, "National Survey of Support for Children's Services at the State Level" Public Libraries 20 (Spring 1981): p. 124.

[6]Diana Young, "Library Services to Children - A Job or a Profession?" Public Libraries 20 (Winter 1981): p. 24.

[7]Shontz, p. 132.

[8]Ibid., p. 131.

[9]Young, "Library Services . . ." p. 121.

[10]Ibid., p. 121.

[11]Ibid., p. 122.

[12]Reddy, p. 293

[13]Smith, p. 107.

[14]Young, Serving Children . . . p. 5.

[15]Library Journal 107 (1 January 1982): p. 126.

[16]Ibid., p. 21.

[17]Kay Weiss, "Work Together . . . Share the Wealth" Illinois Libraries 62 (3 July 1975): p. 15.

[18]Shontz, p. 140.

[19]Patrick M. O'Brien, "An Administrator Speaks of Services to Youth" Top of the News 37 (Spring 1981): p. 243.

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# rural libraries

vol. III no. II 1983

College of Library Science
Clarion University of Pennsylvania

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# rural libraries

a forum
for
rural library
service

CENTER FOR THE STUDY
OF RURAL LIBRARIANSHIP

RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts should be addressed to Ms. Rebekah Sheller, Editor; correspondence relating to subscriptions should be directed to Subscription Manager.

We welcome letters in response to our articles.

Subscription rates are $3.00 per issue; please make checks payable to Clarion University Foundation.

Center for the Study of Rural Librarianship

Coordinator — Dr. Bernard Vavrek

Editor, RURAL LIBRARIES — Ms. Rebekah Sheller

Editorial Committee — Dr. Ahmad Gamaluddin; Mr. Michael Jaugstetter

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# SELECTING AND 'SELLING' YOUR BOOKS

Jane Brocksmit, Librarian
Dwight, Illinois Public Library

Walk one block to work, past the house with the Doberman pinscher in the window, past the fire station, and up the sidewalk to the Dwight Public Library. Unlock the front door, unlock and unload the outside bookdrop, (morning papers, the mail, fifteen slippery plastic-covered books and one gum wrapper). Put books on the library counter, turn up the thermostat, and turn on the lights. Could the discussion of how to define the small library be ended by stating that a small library is one in which the librarian turns on the lights and controls the thermostat?

A good library, large or small, improves the life of a community; but a good library is essential to the cultural life of a small town. Generally a small town's cultural life revolves around the high school's calendar of school plays, band concerts, and art shows. There are no bookstores, only the paperback racks at the drug store, the bus depot, and the grocery store. BETTY CROCKER'S COOKBOOK is the only hardback book for sale in town.

One of the endless questionnaires that flood our desks asked: "What is your philosophy of librarianship?" Although I did not answer it, the question has haunted me ever since because I feared I did not have one. Does the concept of enriching the cultural life of the small town by running the library like a good bookstore qualify? Does the trick that you are trying to sell rather than lend books count?

A good bookstore is mainly books, attractively displayed, representing a wide range of interests and reading tastes. The atmosphere invites browsing and the sales staff is informed and pleasant. The book buyer knows his customers and tries to bring them together while preserving some semblance of his own standards and his own philosophy of bookmanship. This kind of bookstore has not entirely disappeared in today's mass-marketing world.

A small library can be the equivalent of a good bookstore. The strategem is to use a wide range of book selection sources while keeping in mind readers' interests, community issues, and national concerns.

Over a period of time one selects his own trusted sources. The following are my stable of advisors.

1. KIRKUS REVIEW, because their reviews are critical and witty and, though often devastating, fun to read. Sometimes the book which they dismiss with "a trite predictable plot; bilgewater but bouncy; saccharine prose; thin and tawdry, brainless, endless but harmless" becomes a fast-moving title at the library. Their non-fiction reviews are thoughtful and helpful. I do not sense that KIRKUS REVIEW is an arm of the publishing industry.

2. BOOKLIST, in contrast, is safe and sane and covers a wide range of subjects. I do not remember reading a review of a book about auto body painting in KIRKUS. A few years ago a graphic design firm vitalized their format making it attractive to read. Their magazine covers are a joy to behold.

3. THE NEW YORK TIMES BOOK REVIEW is essential: thoughtful reviews, Best Sellers with one sentence summaries after the title, "And Bear in Mind. . . other recent books, that in the opinion of the Book Review

staff, are of particular literary, topical or scholarly interest." Full page advertisements for what publishers hope will become blockbusters or master-pieces abound.

4. The book sections of Chicago newspapers, though surely of a second city caliber, are also required reading because library users read them and because they cover books of local interest. Mike Royko's SEZ WHO? SEZ ME makes no ripple in New York but is in the middle of the current Chicago Best Sellers list.

5. TIME and NEWSWEEK usually devote two or three pages to books. TIME'S EDITORS' CHOICE list helps sort out the wheat from the chaff. I am partial to the NEWSWEEK reviews for their straightforward analysis and compassionate tone. Their yearly Christmas round-up of children's books is always excellent and the Christmas review of the big and beautiful books is a good source of memorial books for the library.

6. CHANGING TIMES includes a BOOKSHELF column every other month, mainly paperbacks covering many topics. Here you can find out about books such as THE INFORMATION AGE SOURCEBOOK, "Information the authors have culled from more than 550 pamphlets and brochures prepared by the federal government agencies and Cooperative Extension Services of the Northeast."

7. PEOPLE'S Picks and Pans gives some space to books after the "Tube" and "Screen" reviews. Often these short reviews reinforce a decision already made or give one courage to take a plunge.

8. OTHER PERIODICALS: flip through as many as you can. New books on the outdoors, hunting and fishing are covered in OUTDOORE LIFE and SPORTS AFIELD. Do not forget the hunters and fishermen; maybe the reason they don't use the library more often is because there are few books of inter-


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est to them. Many of the women's magazines have book columns. Almost all periodical can be used as book-ordering tools.

The amount of information available is almost endless. Select your favorite sources and browse through the others.

It is important to keep up with the job of book selection. Nothing is more deadly than reeling through four KIRKUS REVIEWS and two BOOKLISTS in an afternoon. The frenzy of that kind of reading is reflected in the book order. If you do your reading when you are tired nothing looks very interesting. It is best to do some book ordering each week even if you have to do it in your living room or on a Sunday morning at the kitchen table with a cup of coffee. Then as you read a review or an ad for a book you will say, "ahh, here's a blockbuster for Sparrow, an espionage for Duncan, a book about native grasses for Battle, an English mystery for Hare, and a straightforward detective story for Foote, who detests English mysteries, and here's one tame enough for Miss Snow, and here's one just because we want to be a good library."

Another great source of ideas is the bookstore itself. Here one can actually look at the book as well as discover titles not mentioned in any reviewing source. In some cases, bookstores are the only source of certain titles. That is where we found A TREASURY OF THE FAMILIAR edited by Ralph L. Woods with everything from Socrates to Edgar Guest and THE FAMILY BOOK OF BEST LOVED POEMS which circulates more often than THE OXFORD BOOK OF AMERICAN VERSE. When using bookstores as hunting grounds it's only fair to spend some of your library dollars there.

And last, but not least, perhaps more than any other, the small library appreciates the services of a good library system. With their help one can complete a Ph.D. dissertation, teach himself advanced wiring techinques or read

through the complete works of Rex Stout. The local library can offer three months of an experimental novel and provide controversial fare without fear of flying. When a system book is especially well received or helpful it can be ordered for your own collection. The joy of living in a small town is dramatically increased by library system services.

Several other guidelines are necessary for creating a bookstore-library. Keep an enticing assortment of books as visible as possible. Consider the job of straightening the shelves and arranging the magazines as important as tidying up your living room before a party. Magazine displays in airport and newsstand racks are as attractive and impeccable as the fruit and vegetable displays at good markets. Display and order matters; display and order sells.

Keep library rules and regulations to a minimum. After an especially busy day at the library I told a friend I thought we ought to start handing out numbers the way they do at a bakery.

"No," he wailed. "Don't ever do that! People don't mind milling around the check-out counter. I used to spend two or three evenings a week in a big city library. They had newspapers from everywhere, a whole roomful of periodicals, and every kind of book you can imagine. It was my home away from home until they started piling on a million rules. . . check the paper out here, the book there, a pink slip for this, a green one for that. I never go there anymore."

The moral of this story is: beware of running your library for the convenience and efficiency of the staff!.

Closing time at the library where I once lived was announced by the tiptoed approach of a uniformed guard who dimmed the lights ten minutes before the doors were locked. In our small library we announce "We're about to close

now." Then we straighten up the magazines, turn down the thermostat, turn out the lights and lock our own front door. . .and pray that the Doberman pinscher is locked up.

# MICROCOMPUTERS AND MEDIA SPECIALISTS: THE CHANGING ROLE

K. M. Fullerton, Media Specialist
Harford County Public Schools
Bel Air, Maryland

With the introduction of microcomputers in the classroom, the role of the school library media specialist takes on another dimension. Today's school media specialist is a teacher in the broadest sense of the term--in training, in certification, in attitude, in function and in commitment. He or she has a responsibility to other teachers to effectively introduce the microcomputer as a learning tool, and to assist and advise educators in the many uses of computers and computer materials.

Training teachers to use the microcomputer can be as simple as showing an individual teacher the correct way to load a disk into the disk drive, or as complex as a formal program presented to an entire faculty. The Harford County Public Schools in Harford County, Maryland, put their secondary school librarians through a series of in-service meetings designed to make them proficient on the computer, thereby becoming the resident resource people, or "experts" in each school. The school media specialists who is trained in media production and is used to handling A-V equipment and instructional materials becomes the natural choice to handle the school's microcomputers, as well.

As a resource person, the first thing you will have to deal with will be the pervading attitudes of the teachers on your staff. Despite technological advances, the most common attitude toward using computers in the classroom is fear. "I don't know a thing about them. . .I'm scared to touch them" is frequently heard. Your ability to display a calm proficiency, and your atti-

tude in treating microcomputers as simply another form of instructional media will alleviate this somewhat.

Presentation of lesson ideas that utilize microcomputers during department meetings, for example, is one way to capture interest in the computers and reduce fears at the same time. Media specialists should be prepared to spend time taking one or two teachers through the ropes to familiarize them with the basics of operating the computer. Direct hands-on experience, given with guidance, is the best method to dispel fear. A reading specialist, for example, after receiving this "hands-on" introduction to the Apple II with his librarian, went on to use the Apple II Tutorials, a series of eight lessons designed to teach the fundamentals of computer language and operations. He is now successfully using Apple II software to enhance his remedial reading program.

In addition to hesitation and fear, you might also have to convince skeptical educators of the merits of the microcomputer as a teaching/learning vehicle. Some teachers may view computer-based education as simply an extension of the video-game craze, or worse, as bringing a "penny arcade" atmosphere into their classroom.

The Minnesota Educational Consortium on Computers (MECC) recommends six basic instructional uses of the computer which can be applied to any subject area:

1. Drill and practice: useful in reviewing previously learned material; can tailor instruction to an individual student and provide a detailed education of student progress.

2. Tutorial: can introduce a new concept and allow students to progress through new material at their own rate.

3. Simulation: can approximate real or imaginary events; allows students to have a simulated "hands-on" experience.

4. Materials Generation: helpful expecially for teachers to produce worksheets, dittos, answer keys, puzzles, and other materials.

5. Educational games: can present facts in new ways; can review material in imaginative methods.

6. Problem solving: can provide rapid and accurate calculations.

The school media specialist needs to become familiar with these six ways to utilize computers in the classroom. More importantly, though, you need to be able to relate specific software packages that demonstrate these methods of instruction. For example, Three Mile Island is a computer program that simulates the activities of a nuclear reactor and is used in upper level science classes. Vocabular Builder I and II are two software packages designed for drill and practice for the verbal section of the SAT.

For many media personnel, learning about computers may require additional education. But every media specialist can now begin to survey the literature to become familiar with computer programs. Booklist, for example, has recently added a column reviewing such programs. Knowing what is available--and how to use it--are the primary steps to assisting teachers to utilize this valuable learning tool.

A third attitude a media specialist might encounter is a somewhat surprising one: just because it is a computer program, it's better than any other form of media. Many educators in their eager search for computer software fail to carefully evaluate what is available on the market. Media specialists, trained in good selection principles can provide valuable leadership and support in this area. Selection policies cover all forms of media,

including computer programs. Evaluate each program carefully in terms of format, content, price, and level of difficulty. Ask yourself these questions: Does the program package contain clear, concise documentation? Does the program make good use of the computer's graphics? Is the program an appropriate instructional use of the computer? Could the information be presented better in another form of media?

Many media specialists make the initial mistake of duplicating information found in filmstrips and media kits already housed in their collection. Remember, the content of computer software should reflect and enhance the school's curriculum; format is a secondary consideration.

In addition to attitudes, the school media specialist will be expected to deal with the computer hardware itself. Many times the librarian is the only person in your building with education and experience in the organization and operation of audio-visual equipment. Therefore, teachers will expect--and need--your guidance and assistance in setting up computers in their classrooms. This may involve in some situations moving the computers, setting-up the terminals, adjusting the monitor and loading the actual program into the computer's memory. In other situations, you may have to organize a computer "center"--often within the media center itself--where the computers stay permanently. The media specialist in this instance may have to monitor the groups that utilize the center, the materials housed in it, and it's maintenance and care.

Whether one microcomputer or several arrive in a school building, the role of the school library media specialists will certainly change in many ways. The library media specialist can expect to become an instrumental force in introducing the microcomputer--its capabilities, operations, and programs to

fellow teachers and students. Educating teachers on the merits and methods of computer-based education, as well as organizing and handling the hardware will simply become another portion of the librarian's role as a resource person. Selection of library materials will include computer programs in addition to other forms of media. Becoming an integral part of this computer-based education is not easy, but soon will be an additional facet to the most important responsibility any school media specialist already has, and that is to work directly with other teachers to facilitate and expedite their teaching and to work with students to effectuate and enhance their learning.

## REGIONAL REPORTS

With this issue of RURAL LIBRARIES we introduce a new feature, REGIONAL REPORTS. Librarians from around the country have submitted reports of projects and services that have been successful. This forum for the exchange of ideas will, hopefully, become a regular part of this publication and we look forward to hearing from more of you in the future.

-Editor-

### -Library Aids the Deaf-

The Watertown South Dakota Lions Club donated a device to the Watertown Regional Library that helps many area residents reach out and touch someone, according to Margery A. Tauber, director of the regional library.

The device is known as a TDD--telecommunications device for the deaf--and allows the deaf to communicate by telephone. The person checking out the TDD can use it with his own telephone. The messages are typed out and receiving units are used to decode the sound signals at the other end of the line. The local Lions Club provided the TDD to the Library for deaf patrons to check out. The TDDs are in limited supply, and costly--about $600 each.

Of all the audio-visual equipment the library has obtained through the years, this is the most unique, and an item which is greatly appreciated, Tauber said. Through newspaper articles, and word-of-mouth, the TDD is getting good circulation and has been a great addition to services at the Watertown Regional Library.

The same library district offered patrons the chance to learn about the computer age during the summer of 1983. The school district loaned the library two Commodore PET 4032 microcomputers for the summer. With the computers were instruction books, workbooks and program cassettes to help anyone learn the fundamentals of operating a computer. Patrons were also encouraged to bring cassettes and write their own programs. Tauber's staff reported the computers were in use about 90 percent of the time.

-Medical Library 'Reaches Out', Too-

Access to information for health professionals in rural areas is a major concern of the medical field, according to Debbie Ketchell, Savitt Medical Library, University of Nevada, Reno. As a result, the Outreach Services program of Savitt Medical Library was created to provide rural practitioners with the same information available to their urban counterparts. Rural health professionals now have the same access to the latest developments in patient care, research, continuing education and health services planning.

This program began in April 1982 and is supported in part by contributions from state physicians to the American Medical Association's Education and Research Foundation. The program offers direct access at little or no cost to health care professionals who work in Nevada and on California's eastern slope of the Sierra mountains. Those taking advantage of the program include physicians, assistants, nurses, hospital staff, health department personnel and fourth-year medical students on rural clerkships. Services provided are document delivery, reference, and library development. In addition to serving as a backup resource for materials, Savitt Library provides personnel backup to hospital librarians by serving as the "buddy" for new on-

line searchers by jointly presenting MEDLINE demonstrations and other workshops to hospital staff.

A computer-generated health sciences audio-visuals list is also being developed for the outreach territory with assistance from the systems office, Ketchell said. Furthermore, Outreach Services acts as the liaison for the library to the School of Medicine's community-based clinical departments.

-Okalahoma: Rural Library Status-

According to Blane Dessy, consultant, Oklahoma Department of Libraries, over 90% of the public libraries in Oklahoma may be classified as rural, using the definition of a service area population of 25,000 or less. Of these libraries, there are two types: those who have joined together into consolidated multi-county library systems and those who have remained unaffiliated with any larger unit of service.

Because Oklahoma's multi-county library systems (of which there are six) are supported by a levy of 1-4 mils on assessed property values, the rural libraries in these systems have progressed at a faster rate than would have happened otherwise. Newer and improved library collections, more staff, longer hours of service, and programming are only a few of the many improvements made by libraries in systems. In addition, there is generally a back-up reference service whereby the smaller rural libraries can refer a query to the system headquarters library for answering. Also each multi-county library system provides an outreach service for rural residents, with either books-by-mail or bookmobile service.

Those rural public libraries which are unaffiliated with multi-county systems continue to experience the problems which are common to many libraries-tentative and/or inadequate funding, few staff, rapidly aging collec-

tions, limited services, and no larger library structure in which to seek assistance, (except for the statewide interlibrary loan service and toll free WATS line to the state library.) Another problem for many of Oklahoma's rural libraries is the geographic distances involved in travel which makes attendance at workshops, conferences, and other events difficult.

Due to some of the inherent problems of Oklahoma's rural libraries, both those in systems and those unaffiliated, the Oklahoma Department of Libraries (the state library) provides many services and grant opportunities in addition to its state aid grant program, interlibrary loan service, and toll free telephone number. A staff of nine librarians plus support staff in the Library Services Branch provide information and consultant service and grant opportunities for rural as well as urban libraries.

For example, publications include a monthly adult programs newsletter, a bimonthly annotated bibliography of quality children's books, available library education listings, an annual directory of public libraries and statistics, and a film catalog detailing the state library's film collection available for loan. Some recent grant opportunities for rural libraries have included shared acquisition and cooperation projects, construction grants (LSCA Title II), library school scholarships and continuing education grants, a shared library director's project, reference collection development grants, juvenile collection development grants and adult programming seed money grants. Also available are traveling adult program exhibits and manuals, a juvenile evaluation center comprised of both new and the best in children's literature, an annual statewide summer reading program, on-going workshops and seminars, and a comprehensive library and information sciences collection.

Perhaps the one project which has created the greatest interest and which may possess the greatest potential for rural libraries is the performance measure project currently underway. Developed to create new state public library standards by means of performance (output) measures, the measures project is also generating new and exciting local data for public libraries in Oklahoma. Eventually, every public library in Oklahoma will have completed the series of performance measures which will not only refresh state standards data, but which can also be used by public libraries to plan for increased library responsiveness to their communities. This is particularly applicable to rural libraries which have no consistent history of comprehensive planning for library services, Dessy said.

In summation, rural libraries in Oklahoma are much like rural libraries elsewhere; the problems exist, of course, but the potential of Oklahoma's rural libraries is limited only by the imagination, zeal, and efforts of the rural librarians themselves.

Adult Literacy Service: A Foreshadowing
of Sweeping Change for the Kentucky Library

The Field Service Division of the Kentucky Department for Libraries and Archives used LSCA money to initiate an Adult Literacy Service Program through public libraries.

Pilot projects started two years ago in Kentucky River Regional Library Development District and the Northern Kentucky Regional Library DD, Don Amburgey and Phil Carrico, Regional Librarians respectively.

The Kentucky River Region being located in rural East Kentucky, the Appalachian heartland, served as a spotlight focusing upon the compelling need for adults and high school drop-outs to learn to read.

Our program was called ALERT: signifying warning, danger and commanding one to stop and reflect upon just what it means to be unable to read, write or do math even at a fifth grade level.

The need was apparant. Many courthouses hold mineral deeds signed by an x, bankers reported that many checks today require witnesses on endorsement and numbers of high school graduates wanted to join ALERT to learn to read. These facts were documented. Laubach Literacy Action, Syracuse, N.Y., reported 20% of adults nationally were functionally illiterate while the ARC (Appalachia Regional Commission) office in Washington, D.C., reported the figure at over 30% for Appalachia. And locally at least 30% remained unregistered at the public library.

To start the programs all public library and bookmobile employees as well as all Boards of Trustees in the eight-county region committed themsleves to this experimental project. The regional librarian and the regional literacy co-ordinator, Lois Gross, held exploratory discussions with all newspaper editors, radio and T.V. station mangers and those boards of education which were receptive to the idea. Backing was granted. Later contacts secured support from all social service agencies, governmental agencies, key individuals, volunteer tutors and even prospective adult students. The program got underway at well publicized open meetings held every Friday night in libraries.

One major goal was to bring to the adult non-reader the blessings of literacy which is like giving sight to the blind. It is a shock to the non-reader to suddenly open to them the world of the printed page. Learning the English language beginning at zero level is for a non-reader what learning Russian is to a literate person.

Further down the road the libraries would gain new readers.

Lois uses the Laubach way of learning to read employing the principle of each one teach one. The ratio of tutors to students is one-to-one. Lessons are scheduled between tutor and student where the student feels most comfortable. Sensitive adults elect to be taught at home for one hour per week plus homework. Others elect convenient places of study like the library, church or community center.

The grapevine is now coming to our aid in public relations. An adult student learning to read is better able to identify others of his or her kind. This is a good way to spread the word regarding the program.

Lois Gross, co-ordinator, ever and always inspires her tutors at workshops in teaching the Laubach method of reading. She does the same for students in direct conversation. They both are made to feel that there is love and compassion felt for them. Most always these emotions are reciprocal. Without this kind of rapport, a program of this nature does not survive. Society has already turned off the adult student once. Success requires a pervasive, compassionate presence.

During the past two years, this has resulted in some 1,500 people totally committed to volunteer teaching and learning. We have to date enrolled 700 tutors, 700 students and 100 recruiters from various walks of life. Recruiters are bankers, library personnel, staff of health and welfare agencies, human resources, agencies having to do with hard-core unemployed, economic development districts, boards of education and others.

Adults give varied reasons for desiring to learn to read and write. The following ones are representative: to get or regain a lost job as grocery store clerk, to be a waitress or automobile mechanic, to get into vocational

school or a GED class, read the Bible, newspaper, personal letter, endorse checks, shop at supermarkets, fill out job applications, secure operators license and finally to be able to read books from the library.

We recently visited all large coal mining offices to personally sell the idea to personnel and safety directors. Their attitude was highly positive and they appeared to have been expecting us. They have some miners in need of learning to read and others in maintenance work who need to be able to read their service manuals. In addition to the obvious personal benefits, this helps protect the employer against insurance liability.

Some of our literacy students are now registered at the public libraries, checking out their own books and enjoying having reached one goal in their personal life: learning to read and write including some basic arithmetic through fifth grade level. Our program is designed to do only this basic job. Then they are referred to other higher programs of learning if they so choose.

In our region, this process is tending to democratize library service by registering for the first time those outside mainstream America.

The school, the library and mainstream society must all work to eradicate functional illiteracy in the U.S. This figure currently stands at 25,000,000 people.

The issue has been enjoined and from the battle there can be no retreat!

## CALENDAR PROMOTES READING AND THE RURAL LIBRARY

Joanne M. Riley, Public Information Officer
Corn Belt Library System
Normal, Illinois

As a major Public Relations effort this past fall, our library system produced the Corn Belt Library System Family Calendar 1983. Its purpose is not only to promote family reading and to attract more patrons into the library on a regular basis, but also to provide member libraries, most of them small and rural, with a twelve-month set of ideas and resources for programs, displays, story hours and the like.

To make our calendar different from the large number of others available, we decided to include dates of community and cultural events as well as dates of library activities. Each library in the System received a sheet early in September asking for next year's dates for both library and community happenings and celebrations. Although some had trouble getting firm dates a year in advance (my absolute deadline for collecting materials was October 15), most towns have annual fairs, sales and activities and at least a 'ball-park' date like "the last weekend in September" could be provided. Music, art and drama departments of our two universities were also contacted as were art associations, drama groups and other non-profit organizations in the System's service area. The response was generally good and almost every library community is represented.

I used Chases' Calendar of Annual Events (with the editor's permission) to find dates for library or book related anniversaries or for other events

that might lead to display and program ideas. I also consulted Gale's Literary Calendar from several years ago (it is no longer printed annually) for famous authors' birthdays. We used about six authors each month, highlighting particularly Illinois authors and authors well known generally.

To illustrate the calendar, we used pictures of children in library situations. One 5" X 7" photograph was used for each month and eleven libraries were represented. The cover photograph is of a little girl holding up a treasure chest that she had just discovered at a 'treasure hunt' story hour. We used the slogan, "Our greatest treasure is each other," to go along with the picture and the family theme.

To further encourage family reading, we selected a 'family read-together theme' for each month and included a brief bibliography of fiction and non-fiction books and their call numbers that families could enjoy together. We tried to tie the theme to the month somehow. For example January's theme was 'Fairytale and Fantasy' since a great many fairtale and fantasy authors are born during that month.

Information from the Illinois Bureau of Tourism was used throughout the calendar to suggest family trips and possible tours within and near the Corn Belt Library System service area. Tours of the Maple Sugar Plant in Funks Grove were scheduled by several libraries for spring. Zoos are included in May coinciding with the 'Animals' theme. The Lincoln home in Springfield and the David Davis mansion in Bloomington are suggested during August as examples of how 'Famous Families' lived.

On the final double page of the calendar, we included information about the System itself: interlibrary loan procedures, the variety of materials available to patrons and a list of member libraries where a patron's card is

good. On the bottom of the page we printed a coupon that patrons could fill in with ideas for themes, reading suggestions, other items they would like to see included in a calendar of this type and general impressions. We printed 4,000 calendars in the first run and sent them to member libraries to distribute free of charge to patrons.

The response so far has been favorable. Hopefully the calendar really will encourage more parents to spend more time reading to their children and taking them to the library. Hopefully also, it will provide a continuous resource for libraries themselves. "Our greatest treasure is each other" is obviously true of the family unit, but it is also true of the larger interchange that takes place in and through the local public library.

# COMMUNICATIONS, THE FUTURE, AND THE RURAL PUBLIC LIBRARY

Sheryl Bish, Coordinator of Children's Services
Jefferson County Library System
Brookville, Pennsylvania

There is no longer any doubt that society in the decade of the 1980s is well on its way to establishing the basis for an "information age," a technical, economic, and social revolution as far reaching to society as the previous industrial revolution.

E. B. Parker sees this transition from an industrial society to an information society as featuring information processing dominating industrial production as a labor activity.[1] He goes on to predict that future economic gains will be made through the information sector rather than the production sector, and that governments in the long run have more to gain from investment in improved information processing than from further investment in industrial productivity. Daniel Bell uses the term "post-industrial society" to refer to a changing social structure, one characteristic of which is the evolution from a goods-producing economy to one that is service-oriented.[2] In his study, employment in service activities increased sixty percent during the 1960s in comparison to less than ten percent in the goods-producing industries. M. U. Porat has found that between 1970 and 1980, the information occupations formed the largest component of the work force.[3] Alvin Toffler sees this present technological force as the "third wave" following the previous waves of agricultural and industrial civilizations.[4] Thus, as the industrialized world has entered the information age, the most dynamic business growth has taken

place among enterprises that search out, organize, package, transmit, or otherwise process information. Societies once dominated by agricultural and then industrial activities are now information societies. Technological advances are making more data available to more people, and more quickly, than ever before and information is becoming a rich resource.

The communication and exchange of this information resource is increasingly dependent upon electronic technology. Computer processing has already had a substantial impact throughout society: in banking, air traffic control, airline reservations, retail stores. The rapid advance of technology in the area of computer and communications is making the storage and transmission of written material in electronic form cheaper than current alternatives such as books, magazines, newspapers, and letters.

It is estimated that a majority of the workforce today is engaged in the handling of information and that this proportion will continue to increase. As a growing number of digital networks are established to handle the flow of information, society may be moving toward the point where most information will initially be created in electronic form, resulting in a paperless communication system.

F. W. Lancaster describes the present transitional phase in this evolutionary process, as having three major characteristics: 1) computers are used to print on paper and the resulting publication is distributed in a conventional manner through the mails; 2) printed data bases exist side by side with their machine-readable equivalents, but the latter have not yet replaced the former; 3) new data bases and data banks (non-bibliographic) emerge in machine-readable form only.[5] This transitional phase will give way to a completely electronic publication system in which computers and telecommunications are

used throughout the communication process: in composition, editing, data base construction, and actual distribution of published information.

Technological developments are bringing this paperless communication rapidly nearer. Computer and information technology is becoming widely available and affordable to the general public. Edward S. Kornish, president of the World Futurist Society and editor of Futurist magazine, predicts that half of the U.S. households will have a computer terminal by 1987.[6] With a greater amount of use of computers at home as well as at work, a growing population of individuals and organizations will be able to utilize a wide range of digitally based information and communication services. At the same time that tremendous improvements in power, cost, and size of computers have occurred, there have been similar improvements in methods and cost of telecommunications, including cable, satellite, and fiber optics.

## Technology and Libraries

The widespread utilization of technological advances for facilitating human communications has important implications for public libraries, librarians, and the services they provide society. The concept of today's library is still concerned with the storage and retrieval of information in printed form. Historically, libraries have existed to provide access to information and to communicate knowledge and culture from one generation to another. Designed to ensure that the information they contain is available to everyone, regardless of means, libraries have been funded by the public at large through government subsidies. Today and even more in the near future, there will be pressures on libraries to change and adapt to new roles in a society based on the proliferation and dissemination of information.

Technological capabilities are now being applied in imaginative and innovative ways to the solution of communication and information handling problems. Some of these applications are likely to have implications for public libraries. For example, interactive television has been introduced in Great Britain, France, Japan, and the United States. These utilized home television receivers as terminals which can receive and transmit various kinds of information when linked to a cable.

In Great Britian a Viewdata service known as Prestel,[7] supplied through the Post Office, provides homes with computerized and telephone-transmitted information on train schedules, theater and movie listings, weather, financial data, and entries from reference works housed in libraries. Prestel is being used experimentally in public libraries in London, both as an additional reference source and as a medium for making available local information of interest to the community.

The Qube[8] system in Columbus, Ohio, is a two way cable system which permits subscribers to communicate with the station and its computer by push button. This has been used for voicing opinions in local political debates, conducting garage sales, comparision shopping, and making dinner reservations.

Another application of technological development which has implications for public libraries is computer conferencing, whereby individuals communicate with each other through online terminals. This system makes substantial improvements possible in both formal and informal communication and could replace many types of communications now handled through telephone conversations, correspondence, or face to face meetings.[9] This system, known as EIES (Electronic Information Exchange System) is structured around the communication requirements of specific interest groups (e.g. scientists, legislative

advisors) and provides capabilities for messages, conference, notebooks, directories, and word processing. Users need only a terminal and a telephone to access the system from anywhere in the country. Murray Turoff believes that computerized conferencing represents a "combination of both information and communication systems. It is the forerunner of a technology that will have drastic impact on the way people deal with information and communications."[10]

Other paperless communications systems which are being developed or are in experimental use are electronic publishing and electronic mail. In effect now, the great masses of data communications are a type of publishing without paper, ink, or press. Information which has previously been sought in materials stored physically in libraries can now be transmitted easily, quickly, and inexpensively by electronic means. There are presently data bases and data banks for which there are no paper equivalents and are accessible only on-line. Other electronic forms have recently emerged, including a computer magazine on a tape cassette for use with a home computer, and bilingual dictionaries in the form of hand-held microprocessors.[11]

Electronic journals are being planned and some now exist informally within computer conferencing and other networks. Electronic journals would resemble paper journals in being issued by professional societies and commercial publishers, and having editors, editorial boards, and acceptance criteria. Acceptance of a contribution by an electronic journal would mean that it would be added to a particular data base rather than being collected with other contributions and put out as a regular issue. Also, electronic information can be published on a continuing basis as it is accepted by the journal instead of on a interval basis as paper journals are released now.

An electronic mail system called ATOM (Automatic Transmission of Mail) is currently being used by a company in Connecticut, and systems such as this are becoming widely used in industry. The system retrieves data (mail or messages sent by other members of the network), composes and edits with the use of a word processor, distributes mail, disposes of unwanted items, and instructs if needed.[12] Forecasts suggest that within the next decade mail of a non-business nature will begin to be handled electronically in the United States.

As a result of new communications technology and changing concepts in the dissemination of information in a knowledge-based society, the role and image of public libraries will have to change markedly in order to maintain their relevance to society. As an institution whose mission has been to provide access to diverse sources of information, the public library has the potential for providing important services to a growing group of information seekers.

The view taken by Turoff and Spector[13] is of the public library as an institution where the utilization of information implies not only storage and retrieval, but creation, organization, and manipulation as well. The use of technology to allow patrons to directly perform these latter operations implies that development of many information services that have not previously been possible: provision of transient information (as opposed to factual and permanent information) needs of the user community; provision of mechanisms for patrons to exchange information; establishment of the library as a learning resource center for information systems.

In this environment individuals would be able to develop their own personal data and text files on electronic storage media and to manipulate, update, and edit these "notebooks." They would be able to enter these into library holdings for use by other patrons and for other patrons to add their material

to the content. Also, as the ability of a citizen to function in society becomes more dependent on his access to a variety of information systems and services, the library should become a place where an indvidual of any age can go to learn how to utilize these services.

With technology available today a public library could introduce services for a wide variety of community communication which would allow discussions and bulletin boards among its patrons as well as text processing services.

The increasing interest and recognition for the concept of community information and referral could provide the impetus for experimenting with the capabilities of the new technologies. Some topics and areas which might be explored in these information services are: electronic public hearings, current news such as rezoning of property in the community, dialogues with local government officials, hobby oriented discussions, comparison of services on various products or equipment, recipe exchange, club news, counseling - anything from the ordinary to the intellectual. Included in the public library's media collection may be the floppy discs used with microcomputers, and loaning terminals may be part of its circulation policy. Some patrons may be strictly dial-up users, whose physical presence may never be known to the library. Even the reference librarian herself may not be present at the library, but may be working through the terminal at home. As more people are able to access these services from home units and more information is exchangeable electronically, it is foreseeable that many people will be working out of their own homes rather than commuting to offices.[14]

Even the smaller and rural public libraries can introduce important community information services utilizing computers, including the compilation and maintenance of community resource directories which can be accessed through

domestic television receivers as well as other terminal devices, and the organization and handling of municipal or county records of all types. Public libraries can also provide information services to small businesses in the community. Information and referral services would be expanded with the proposed establishment of national library networks, where even the smallest library would have a computerized link to national data bases with access to far greater resources than are financially feasible at the local level.

One of the most important issues relating to the expanding information resources in a knowledge-based society is that of accessibility. If information has value as a commodity, then those who are in a position to access it or purchase it will have the advantage over those who are not in that position, thus further widening the gap between socio-economic groups. In this regard, public libraries can build on their traditional role of ensuring that access to information is available to all. No matter how rapidly computerized information systems may spread, many people will not have them, and many will not know how to use them. Public libraries can provide community access points for such systems and assistance in using them. The atmosphere of political neutrality associated with the public library can be helpful in ensuring the delivery of these services.

It would seem that in order for public libraries to play a meaningful role in the information society of this decade, it will no longer be sufficient for them to provide only the information, but they must also become the source for providing the technology and the systems which support information as it will be handled and disseminated. As the images of libraries changes along with societal changes, those libraries which are successful in adapting to the new technologies will become viable information and communica-

tions centers for the public. Libraries ideally should continue to serve the needs of the developing information society by embracing new technologies and establishing the importance of their role in the utilization of information.

## Footnotes

[1]E. B. Parker, "Background Report," Conference on Computer Telecommunications Policy: Proceedings of the OECD Conference, February 4-6, 1975. (Paris: Organization for Economic Cooperation and Development, 1976), pp. 87-129.

[2]Daniel Bell, The Coming of Post-Industrial Society. (New York: Basic Books, 1973), p. 26.

[3]M. U. Porat, The Information Economy. (Washington, D.C.: U. S. Department of Commerce, Office of Telecommunications, 1977).

[4]Alvin Toffler, The Third Wave. (New York: Wm. Morrow, 1980; Bantam Books, 1981).

[5]F. W. Lancaster, "Libraries and the Information Age," ALA Yearbook 1980. (Chicago: American Library Association, 1980), p. 10.

[6]David Sleeper, "The Electronic Homestead is Coming," Country Journal. (February 1982): 78.

[7]Carlton C. Rochell, "An Information Agenda for the 1980s," ALA Yearbook 1981. (Chicago: American Library Association, 1981), p. 7.

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[9]F. W. Lancaster, "Libraries and the Information Age," p. 12.

[10]Murray Turoff and Tom Featheringham, "Libraries and Communication-Information Technology," Catholic Library World 50 (April 1979): 369.

[11]F. W. Lancaster, p. 12.

[12]Linda C. Smith, "Report: The Role of the Library in an Electronic Society," Bulletin of the American Society for Information Science 6 (December 1979): 37.

[13]Turoff and Featheringham, p. 370.

[14]Toffler, p. 194-207.

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## NORTH DAKOTA REPORTS ON CONTINUING EDUCATION PREFERENCES

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North Dakota, with its population of slightly more than 600,000 people spread across a geographic area of slightly less than 71,000 square miles, often lays claim to being the most rural state in the union. While this distinction is perhaps more likely to be conferred on one of the states to the west of the Badlands, it is reasonable to assume that North Dakota's 76 public libraries, two-thirds of which serve population of under 3,000 and only one of which has a service population of more than 50,000, do indeed provide a typical sampling of rural library concerns.

The Library/Media Department of Valley City State College conducts a program essentially designed to train school media personnel. A 1977 report prepared for the North Dakota Advisory Council on Libraries has suggested, however, that "state colleges offering library science programs develop courses for the training of librarians to work in small public libraries."[1] In recent years, several VCSC workshops and extension courses have attracted public library staff, and in 1981 it was decided to conduct a statewide survey of public librarians' continuing education (CE) interests and programming preferences. ("Continuing education" is something of a misnomer in the present context. Almost 50 percent of the public library staffs, including over 40 percent of the supervisory personnel, have less than a college educa-

tion, and only about 13 percent of the staff members of smaller libraries have any formal training at all in librarianship.[2]) In addition to examining programming preferences, the survey would seek to determine the library staff's perception of barriers and incentives to continuing education.

At another level, the study would attempt to determine variance in preferences between geographic regions, between libraries categorized by size of service population, and between supervisory and clerical personnel.

Finally, an exploratory model, made up of respondent characteristics, would be regressed against interest in an effort to determine the kinds of characteristics which might be used to identify the person with high interest in continuing education.

In its aims, this survey resembles and builds on Steven Herb's survey of public librarians in rural Pennsylvania[3] and on Mary Wagner and Suzanne Mahmoodi's more wide-ranging survey of the continuing education needs of all types of Minnesota librarians.[4]

## The Questionnaire

The questionnaire for the survey was largely developed from a segment of a 1976 survey questionnaire created by Robert Means to study the CE interests of Illinois community college library personnel.[5] The questionnaire was reviewed by several individuals concerned with CE for public librarians, in order to adapt the response categories of the original questionnaire to the conditions and experience of public librarians in North Dakota. Certain sections of the questionnaire, such as the listing of topical interests, were influenced by the "proprietary" nature of the VCSC study--topics listed reflected VCSC course titles and the broad descriptions of the college's introductory curriculum.

In addition to factual information of a demographic nature, the questionnaire asked for information concerning the respondent's interest in continuing education, program preferences, satisfaction with current CE offerings in the state, and perceptions of barriers and incentives to CE participation. Subjective responses to these questions were made on a Likert scale of one to five.

Variables yielded by the questionnaire covered categories in eleven areas of concern. These are summarized in the appendix. The first area attempted to define each respondent by certain demographic variables, plus the respondent's level of satisfaction and general interest in participation in CE programs. The second area included select topics for programs, rated by respondents. The third area included ratings of modes of delivery, and the fourth through sixth areas concerned scheduling preference. The seventh and eighth areas sought to establish the maximum distance respondents would be willing to travel, and the price they would be willing to pay, for selected programs. Ninth and tenth areas concerned perceptions of obstacles and barriers to participation, and the final area of concern dealt with the respondent's general awareness of, and interest in, Valley City State College's library technician program.

## Sampling Procedure

The researchers telephoned the head librarians of 57 public libraries throughout the state in an effort to identify the employees at each library who had contact with the public in a service capacity, or who had some responsibility for ordering and processing library materials. These employees, as well as the head librarians, constituted the target population of the study.

The head librarians were recruited to distribute questionnaires to the staff members they had identified, and packets of questionnaires and pre-addressed stamped envelopes were sent to them. In addition, packets with appropriate cover letters were mailed to 19 libraries whose head librarians could not be contacted by phone. These packets contained a questionnaire for each staff member listed in the "Directory of North Dakota Libraries."[6]

One hundred forty-four questionnaires were returned, or 64% of the total sample of 222. Of these, 134, or 60% of total, were useable. Unanticipated limitations of budget and staff time prevented follow-up to be made of non-respondents.

## Statistical Analysis

Categories in each area of interest were broken down statistically by location (quadrants composed of official state planning districts 1 and 2 (NW), 3 and 4 (NE), 5 and 6 (SE), 7 and 8 (SW); library category (defined by the State Library according to the size of service population: under 3,000; 3,000 - 10,000; 10,000 - 20,000; over 20,000: and job level of respondent ("clerical" or "supervisory/professional"). Analysis of variance was made between categories, and Scheffe's test of variance among categories (alpha =.10) was applied, as well as the Student-Newman-Keuls procedure for determining homogeneous categories (alpha=.05).

Finally, an attempt was made to model respondent interest in continuing education as a function of demographic and situational factors, employing multiple regression.

## Selected Results and Discussion

Although all the areas of concern covered by the survey yielded interesting results, those dealing with scheduling, pricing and distance are perhaps the most place-oriented of the results and will only be briefly summarized in order to put greater emphasis on concerns related to overall interest in CE, topics of interest, preferred delivery modes, and the perceived barriers and incentives to CE participation.

Interest in continuing education. As can be seen in Table A, interest in continuing education is high in North Dakota, with no significant variance in interest between library categories, geographic locations, or job types. The stability of the response to the question, "How inclined would you be to participate in some sort of formal 'continuing education in librarianship?'" indicates that programs, in general, will have an audience among library workers in all job levels and public library categories throughout the state. Of course, programs with geographic limitations, or those which are aimed at specific library categories or working groups, must set their anticipatory levels of "success" to correspond with the market limitations imposed by their situation. And, as is shown in the analyses reported below, there is variance among sub-groups of library categories regarding types of continuing education activities preferred.

It is important to emphasize, though, that no variance in preference was found among geographic or job groups. That is, specific as well as general preference for CE topics and modes of delivery hold true throughout the state, and between both supervisory and non-supervisory personnel. The lack of variation in topical preferences is perhaps reflective of the lack of task specialization in small library jobs.

TABLE A INTEREST IN CONTINUING EDUCATION

| | MEAN | STANDARD DEVIATION |
|---|---|---|
| Total Population (N=131) | 3.93 | 1.16 |
| **BY LIBRARY CATEGORIES** | | |
| CATEGORY I Libraries (service population 20,000+) (N=33) | 4.03 | 1.16 |
| CATEGORY II Libraries (service population 10,000-20,000) (N=29) | 4.14 | 1.16 |
| CATEGORY III Libraries (service population 3,000-10,000) (N=28) | 4.14 | 0.76 |
| CATEGORY IV Libraries (service population under 3,000) (N-41) | 3.56 | 1.32 |
| Anova by Categories I-through-IV: F=2.152 P=.0969 | | |
| **BY LOCATION** | | |
| NORTHWEST AREA (Planning regions 1 & 2) (N=27) | 3.82 | 1.21 |
| NORTHEAST AREA (Planning regions 3 & 4) (N=18) | 3.67 | 1.37 |
| SOUTHEAST AREA (Planning regions 5 & 6) (N=40) | 4.18 | 1.01 |
| SOUTHWEST AREA (Planning regions 7 & 8) (N=46) | 3.89 | 1.16 |
| Anova by Location: F=1.013 P=.3892 | | |
| **BY JOB TYPE** | | |
| CLERICAL, NON-SUPERVISORY (N=53) | 3.85 | 1.13 |
| PROFESSIONAL, SUPERVISORY (N=78) | 3.99 | 1.18 |
| Anova by Job Type: F=0.447 P=.5050 | | |

An attempt was made to determine level of general interest in CE as a function of a series of demographic and situational variables. These variables included the staff member's level of employment, years of library employment, age levels of general education and library education, number of professional organizations in which the subject held membership, and the category of library at which the subject worked. The result of this attempt to "model" interest in CE is shown in Table B. Of all the variables tested, only "number of college-level "library science courses taken" and "age" yielded a significant level of predictive power in multiple regression with the other variables. The degree of correlation with interest could be described as only moderate, at best. The positive correlation of completed library science coursework and interest, with a number of other factors held constant, does indicate that undergraduate recruitment to library science courses, or initial recruitment to a CE course, may serve to wet the staff member's appetite for further education. (Of course, more careful theoretical study and empirical research would be necessary to determine whether taking earlier coursework is really a casual factor leading to interest in CE.) Age was negatively related to interest.

Program topic preference. As noted above, program topics suggested for ranking are based on broad descriptions of topics related to an undergraduate curriculum, and the list was reported in order of ratings scores might not be representative of the full range of topics in which there may be interest.

Topics are presented in order of "overall preference" (rating scores) in Table C. Preferences are broken down by library categories and the results of analyses of variance and homogeneity are indicated.

TABLE B

MULTIPLE REGRESSION OF SIGNIFICANT DEMOGRAPHIC VARIABLES WITH INTEREST IN CONTINUING EDUCATION (N=100)

| | Multi. R | $R^2$ | $R^2$ | r |
|---|---|---|---|---|
| No. of previous library ed. courses | .28 | .08 | .08 | .28 |
| Age | .34 | .12 | .04 | .24 |

Note. - Mult. R is the coefficient of multiple correlation, an index of the correlation of the regression model with the dependent variable; $R^2$ is the coefficient of multiple determination, an index of the proportionate reduction of total variation in the dependent variable associated with the set of independent variables in the model; $R^2$ shows the change in $R^2$ related to a particular independent variable; r is the simple correlation between dependent and independent variable.

TABLE C

TOPICS OF INTEREST BY LIBRARY CATEGORY

Topics are presented by overall rating of preference

| Topics | All | I | II | III | IV | F | Prob. | Difference | Homogeneous Groups |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Analysis of Variance | | | | | |
| Materials for children and adolescents (N=132,33,28,30,41) | 3.83 (s.d.=1.52) | 3.18 (1.53) | 3.71 (1.74) | 4.07 (1.36) | 4.27 (1.32) | 3.62 | .02 | IV I | I-II-III, II-III-IV |
| Materials selection (N=133,33,28,30,42) | 3.68 (s.d.=1.55) | 3.48 (1.58) | 3.57 (1.62) | 3.53 (1.66) | 4.00 (1.41) | .90 | .44 | none | I-II-III-IV |
| Reference materials and services (N=132,33,28,30,41) | 3.50 (s.d.=1.68) | 3.48 (1.66) | 4.29 (1.24) | 3.13 (1.81) | 3.24 (1.74) | 2.95 | .04 | II III, II IV | I-III-IV, I-II |
| Classification and cataloging (N=132,33,28,30,41) | 3.39 (s.d.=1.74) | 3.00 (1.87) | 3.21 (1.83) | 3.20 (1.77) | 3.98 (1.42) | 2.40 | .07 | none | I-II-III-IV |
| Innovative techniques for service delivery (N=130,32,28,29,41) | 3.38 (s.d.=1.67) | 3.38 (1.64) | 4.00 (1.59) | 3.34 (1.78) | 3.00 (1.61) | 2.04 | .11 | none | I-II-III-IV |
| Public relations (N=131,33,28,30,40) | 3.38 (s.d.=1.79) | 3.79 (1.73) | 4.43 (1.32) | 2.93 (1.78) | 2.65 (1.75) | 7.62 | .00 | I IV, I III, II IV | I-II, III-IV |
| Administration (N=132,33,28,30,41) | 3.29 (s.d.=1.75) | 3.48 (1.87) | 3.29 (1.70) | 3.33 (1.67) | 3.10 (1.79) | .30 | .82 | none | I-II-III-IV |
| Media production (N=132,33,28,30,41) | 2.74 (s.d.=1.30) | 2.94 (1.22) | 3.36 (1.37) | 2.50 (1.23) | 2.34 (1.35) | 4.01 | .01 | I-III, II-III I-IV, II-IV | I-II, III-IV |
| Computer applications (N=131,33,27,30,41) | 2.54 (s.d.=1.82) | 3.67 (1.85) | 3.30 (1.73) | 1.80 (1.45) | 1.68 (1.39) | 13.55 | .00 | I III, I IV, II III, II IV | I-II, III-IV |

Highest scores of general interest dealt with selection of materials, particularly of children's materials. Service delivery, cataloging, and administratively-oriented topics formed a middle group of interest, while media and computer topics were found at the bottom of the list.

Although general preferences are important in the determination of what topics are most likely to be successfully programmed, it is valuable to note the sometimes considerable variance in preference between library categories.

No significant differences were found between Category I and II libraries, the libraries serving populations of over 20,000 and 10,000-20,000 respectively. But staff in Category II libraries often top the list in the level of their interest. It is possible that Category II libraries are at the cusp of library demands and opportunities in North Dakota, engendering a desire among their staffs for new information which is at least on a par with that needed by Category I libraries. Particularly noteworthy are the interests expressed by Category II librarians in the areas of public relations, reference, and service delivery. Category II ratings in these areas far exceed the overall average.

Topics which displayed a number of significant differences between the libraries with larger service population and the smaller libraries included public relations and politics, media production, and computer applications. In the last two cases, lack of interest among the staff of smaller libraries is possibly due to a perceived lack of opportunity to employ the knowledge gained in such programs.

Somewhat more idiosyncratic differences are found on the topics of "material for children and adolescents," which interests Category IV staff (serving populations of under 3,000) considerably more than Category I staff, and

"Reference materials and service," which interests Category II librarians significantly more highly than staff in smaller libraries.

Mode-of-delivery preference. Preferred modes of program delivery are listed in Table D in order of overall preference, and broken down by library category. The high preference of all groups for the short workshop is very evident, with correspondence courses making a good showing among alternate modes. The ratings of the less-popular modes were roughly linear across library categories--the larger the library's service area, the more likely the library's staff was willing to use these modes of delivery. This might be due in part to the greater familiarity the staffs at larger libraries have had in the past to such programs as the Educational Telephone Network, and to the expectation that such programs would continue to be presented most conveniently to the larger libraries. In general, respondents reported workshops of more than one week in length to be undesirable, no variance in preference was found between job levels or geographical areas.

Perception of barriers to participation. The questions regarding barriers to participation in continuing education activities elicited the ratings reported in Table E. Lack of time was the most highly cited barrier. Staff at Category II libraries were highly inclined to indicate the lack of replacement staff to cover their duties inhibited their participation--it ranks the most highly among the barriers cited by members of that category. Staff at Category I libraries were most likely to cite the inadequacy of current programs as a barrier; in that category "nothing fits my needs" ranks second to lack of time.

A significant difference on the "just not interested" barrier was found between clerical and supervisory/professional job categories. Clerical staff were more likely to cite lack of interest as a reason for non-participation.

TABLE D

PREFERRED MODES OF PROGRAM DELIVERY BY LIBRARY CATEGORY

Modes of delivery are listed by overall rating of preference

| Modes of delivery | All | I | II | III | IV | Analysis of Variance F | Prob. | Difference | Homogeneous Groups |
|---|---|---|---|---|---|---|---|---|---|
| Workshop, one day (N=133,33,29,29,42) | 4.10 (s.d.=1.51) | 4.21 (1.41) | 3.90 (1.66) | 4.24 (1.46) | 4.05 (1.55) | .33 | .80 | none | I-II-III-IV |
| Workshop, two-three days (N=132,33,29,28,42) | 3.64 (s.d.=1.70) | 3.85 (1.50) | 4.31 (1.36) | 3.29 (1.86) | 3.24 (1.70) | 2.99 | .04 | II IV | I-II-III, I-III-IV |
| Correspondence (N=132,33,28,29,42) | 3.21 (s.d.=1.80) | 3.24 (1.71) | 2.71 (1.86) | 3.34 (1.93) | 3.43 (1.74) | .97 | .41 | none | I-II-III-IV |
| Television course (N=130,33,27,28,42) | 2.88 (s.d.=1.74) | 3.24 (1.71) | 3.37 (1.76) | 2.57 (1.75) | 2.48 (1.66) | 2.31 | .08 | none | I-II-III-IV |
| Workshop, four-seven days (N=133,33,29,29,42) | 2.86 (s.d.=1.74) | 3.36 (1.76) | 2.62 (1.16) | 2.24 (1.72) | 2.38 (1.56) | 5.55 | .00 | I III, I IV, II III,II IV | I-II, III-IV |
| Classroom course (N=132,33,28,29,42) | 2.71 (s.d.=1.73) | 3.36 (1.69) | 3.00 (1.81) | 2.38 (1.52) | 2.24 (1.71) | 3.40 | .02 | I IV | I-II-III, II-III-IV |
| Telephone (ETN) course (N=131,33,28,28,42) | 2.53 (s.d.=1.68) | 3.12 (1.73) | 2.93 (1.76) | 2.21 (1.57) | 2.00 (1.48) | 3.85 | .01 | I IV | I-II-III, II-III-IV |
| Workshop, over one week (N=132,33,28,29,42) | 2.45 (s.d.=1.71) | 3.00 (1.73) | 3.14 (1.88) | 2.17 (1.56) | 1.76 (1.39) | 5.73 | .00 | I IV,II IV | I-II-III, III-IV |

TABLE E

PRECEPTION OF BARRIERS TO PARTICIPATION, BY LIBRARY CATEGORY

Barriers are presented by overall rating

| Barriers | All | I | II | III | IV | Analysis of Variance F | Prob. | Difference | Homogeneous Groups |
|---|---|---|---|---|---|---|---|---|---|
| No time (N=128,33,28,28,39) | 3.30 (s.d.=1.69) | 3.36 (1.62) | 3.64 (1.54) | 3.64 (1.73) | 2.74 (1.73) | 2.27 | .80 | none | I-II-III-IV |
| Distance (N=121,31,26,25,39) | 3.03 (s.d.=1.71) | 2.68 (1.56) | 2.77 (1.73) | 2.76 (1.67) | 3.67 (1.74) | 2.76 | .05 | none | I-II-III-IV |
| No replacements (N=127,33,28,27,39) | 3.03 (s.d.=1.76) | 2.40 (1.62) | 3.86 (1.58) | 3.37 (1.76) | 2.74 (1.79) | 4.51 | .00 | II I,II IV | I-III-IV, II-III |
| Unaware of programs (N=127,32,28,27,40) | 3.02 (s.d.=1.79) | 2.75 (1.81) | 2.93 (1.68) | 2.78 (1.78) | 3.45 (1.84) | 1.21 | .31 | none | I-II-III-IV |
| Can't afford (N=129,33,28,28,40) | 2.98 (s.d.=1.65) | 2.39 (1.62) | 3.00 (1.72) | 3.43 (1.48) | 3.15 (1.66) | 2.29 | .08 | none | I-II-III-IV |
| Nothing fits needs (N=123,32,28,25,38) | 2.53 (s.d.=1.60) | 3.19 (1.86) | 2.71 (1.61) | 2.28 (1.28) | 2.00 (1.38) | 3.75 | .01 | I IV | I-II-III, II-III-IV |
| Past experience discouraging (N=123,31,28,25,39) | 2.02 (s.d.=1.43) | 2.23 (1.61) | 2.14 (1.48) | 1.72 (1.28) | 1.97 (1.37) | .65 | .58 | none | I-II-III-IV |
| Not interested (N=127,32,28,27,40) | 1.83 (s.d.=1.39) | 1.69 (1.31) | 1.64 (1.34) | 1.89 (1.50) | 2.05 (1.43) | .63 | .60 | none | I-II-III-IV |
| Too old (N=129,33,28,28,40) | 1.51 (s.d.=1.21) | 1.18 ( .58) | 1.29 ( .90) | 1.57 (1.43) | 1.90 (1.50) | 2.65 | .05 | IV I | I-II-III-IV |
| Policy discourages participation (N=127,33,28,27,39) | 1.39 (s.d.= .98) | 1.18 ( .58) | 1.57 (1.20) | 1.68 (1.36) | 1.26 ( .68) | 1.82 | .15 | none | I-II-III-IV |

Perception of incentives to participation. Little variation was observed between categories in the area of incentives to participation. (Table F) Job satisfaction ranked as the highest incentive, overall (significantly higher among Category I staff compared to Category IV), followed by higher salary, formal college credit, and fee rebates. The release time incentive was most highly rated of all in Category III.

Other findings. Respondents preferred early fall (September-October) and spring (March-April; May-June) for continuing education activities. Respondents indicated that programs would be offered most conveniently during the day, at midweek.

One-time events would most conveniently be offered within 50 miles of participants. The maximum distance the average respondent would travel to a regularly-scheduled class would be 20 miles. Those from larger libraries showed greater willingness to travel to events of longer duration than two-to-three days. Estimates of "reasonable price" to pay for selected programs roughly correspond to prices currently asked for such programs.

## Summary

The survey indicated a high interest in continuing education in all regions of the state and among both clerical and supervisory staff, although those who had taken previous courses in librarianship were more inclined to participate in continuing education.

Course topics related to materials selection held the greatest overall interest, though respondents in the two "large library" categories show strong and sometimes strongest interest in less "traditional" topics, such as public relations, "innovative service delivery", and computer applications.

TABLE F

PERCEPTION OF INCENTIVES TO PARTICIPATION, BY LIBRARY CATEGORY

Incentives are presnted by overall rating

| Incentives | All | I | II | III | IV | Analysis of Variance F | Prob. | Difference | Homogeneous Groups |
|---|---|---|---|---|---|---|---|---|---|
| Job satisfaction (N=119,32,27,25,35) | 4.13 (s.d.=1.37) | 4.63 (1.07) | 4.41 (1.22) | 3.88 (1.42) | 3.63 (1.52) | 3.87 | .01 | I IV | I-II-III, II-III-IV |
| Higher salary (N=120,32,27,26,35) | 3.87 (s.d.=1.69) | 4.00 (1.68) | 4.19 (1.59) | 4.15 (1.52) | 3.29 (1.82) | 2.06 | .11 | none | I-II-III-IV |
| Formal college credit (N=120,32,27,26,35) | 3.85 (s.d.=1.71) | 3.94 (1.76) | 3.81 (1.78) | 3.92 (1.52) | 3.74 (1.82) | .09 | .96 | none | I-II-III-IV |
| Fee rebate (N=119,31,27,26,35) | 3.72 (s.d.=1.62) | 3.90 (1.54) | 3.44 (1.69) | 4.15 (1.41) | 3.46 (1.75) | 1.33 | .27 | none | I-II-III-IV |
| Encouragement from superiors (N=118,32,26,25,35) | 3.49 (s.d.=1.73) | 3.69 (1.65) | 3.54 (1.84) | 3.72 (1.62) | 3.11 (1.81) | .84 | .48 | none | I-II-III-IV |
| Release time (N=120,32,27,26,35) | 3.42 (s.d.=1.68) | 3.88 (1.52) | 3.15 (1.75) | 4.38 (1.10) | 2.49 (1.63) | 9.01 | .00 | I IV,III IV, III II | I-II,I-III, II-IV |
| Greater power (N=119,31,27,26,35) | 3.00 (s.d.=1.79) | 3.32 (1.80) | 3.37 (1.84) | 2.85 (1.78) | 2.54 (1.69) | 1.58 | .20 | none | I-II-III-IV |
| Release from routine (N=119,32,27,25,35) | 2.51 (s.d.=1.69) | 2.63 (1.79) | 2.48 (1.89) | 3.08 (1.68) | 2.03 (1.32) | 2.00 | .12 | none | I-II-III-IV |
| Special recognition (N=120,32,27,26,35) | 2.28 (s.d.=1.66) | 2.69 (1.77) | 2.63 (1.67) | 2.00 (1.72) | 1.86 (1.40) | 2.11 | .10 | none | I-II-III-IV |

Short workshops were much preferred for programs, although somewhat less resistance to alternate delivery modes was found in larger libraries.

All respondents highly rated lack of time as a barrier to CE participation, though staff at Category II libraries indicated that lack of back-up staff to substitute for CE participants was an even greater barrier. Staff in the category made up of smaller libraries were most likely to sense the distance to CE activities and were most likely to be unaware of these activities.

A number of incentives to CE participation were rated highly, job satisfaction ranking most highly of all. Higher pay, college credit, and fee rebates were also highly ranked.

The collection interval data regarding preferences, while it provided greater accuracy in the regression of demographic factors on preference, complicated the interpretation of the results. Although the use of a "hedonic scale" is widespread in preference research, its underlying assumptions are ambiguous, i.e., it is assumed on faith that levels of preference are equally spaced along the psychological continuum that holds true across the entire population being sampled.[7] Interpreting the analyses of interval preference data is also difficult. The very practical question soon arises: at what point along the scale of one to five is the respondent indicating a real likelihood of participating in the activity being "rated?" This question may have been best answered by a survey requesting, say, "yes/no" responses regarding the respondent's likelihood of taking courses on particular topics, or on courses with particular methods of delivery. Barriers and incentives could be ranked in order of appropriateness to the respondent's conditions. Modal or median responses could then be calculated and categorical comparisons could be made using chi-square or rank correlation.

On the other hand, some researchers despair of the validity of hypothetical "yes/no" responses and counsel the collection of interval preference ratings. Such ratings as we have used, while seeming less concrete, are not so likely to lead to the overestimation of the number of likely participants.[8]

Despite the perhaps unavoidable use of slippery interval data, the present study served to outline the characteristics of demand for continuing education in a particular rural setting, and showed how such demand varied, or failed to vary, across sets of geographic, job, and size categories. Similar studies in rural settings would be likely to have considerable practical use, while contributing to the theory of continuing education demand.

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[4]Mary M. Wagner and Suzanne Mahmoodi, "Continuing Education Needs of Minnesota Library/Information Center/Media Center Personnel," Minnesota Libraries 26 (Winter 1979-80), pp. 509-526.

[5]Robert Means, A Study of the Continuing Education Interests of Illinois Community College Library and Learning Resource Center Personnel (Grand Forks, N.D.: ERIC Microtext Center, ED 168 529, 1979).

[6]North Dakota State Library, "Directory of North Dakota Libraries," Flickertale Newsletter 12 (November 15, 1980).

[7]Ralph L. Day. "Measuring Preferences," in Handbook of Marketing Research, ed. Robert Ferber (New York: McGraw-Hill, 1974), p. 3, 108ff.

[8]cf. David A. Aaker and George S. Day. Marketing Research: Private and Public Sector Decisions (New York: John Wiley and Sons, 1980), p. 533.

## APPENDIX

### VARIABLES YIELDED BY THE QUESTIONNAIRE

i. Library/Librarian Characteristics

L1 Library type (Not used in analysis)

L2 Library location (By Planning District)

L3 Library Category (By State Library designation. Inverted in analyses to provide a progressive designation of size of service population)

L4 Library code (Not used in analysis)

L5 Librarian's job level (Nonsupervisory = 1, Supervisory, professional = 2)

L6 Librarian's age

L7 Library employment in year

L8 Education (Junior high = 1; High school = 2; Some college = 3; College = 4; Some graduate school = 5; Master's degree = 6; Beyond Master's degree = 7)

L9 College-level library science courses taken

L10 Professional memberships

L11 Satisfaction with organized CE efforts

L12 Satisfaction with personal CE efforts

Q General interest in CE

ii. Interest by Topic

S1 Materials selection

S2 Classification and cataloging

S3 Materials for children and adolescents

S4 Reference materials and services

S5 Administration

S6 Innovative techniques for delivery of services

S7 Computer applications

S8 Public relations; Library politics

S9 Media production

iii. Interest in Mode of Delivery

| | | | |
|---|---|---|---|
| M1 | Correspondence | M5 | Workshop, Week+ |
| M2 | Telephone course | M6 | Workshop, 4-7 days |
| M3 | Television course | M7 | Workshop, 2-3 days |
| M4 | Classroom course | M8 | Workshop, one day |

iv. Time-of-year Preference

| | | | |
|---|---|---|---|
| Y1 | January-February | Y4 | July-August |
| Y2 | March-April | Y5 | September-October |
| Y3 | May-June | Y6 | November-December |

v. Time-of-day Preference

| | | | |
|---|---|---|---|
| T1 | Before 5:00 PM | T2 | After 5:00 PM |

vi. Preference for Day of Week

| | | | |
|---|---|---|---|
| W1 | Monday | W5 | Friday |
| W2 | Tuesday | W6 | Saturday |
| W3 | Wednesday | W7 | Sunday |
| W4 | Thursday | | |

vii. Distance Preferred (in Miles)

| | | | |
|---|---|---|---|
| D1 | To weekly classes | D4 | To workshop, 4-7 days |
| D2 | To workshop, one | D5 | To workshop, week+ |
| D3 | To workshop, 2-3 days | | |

viii. Cost Preference

(Less than $5 = 1; $6-15 = 2; $16-25 = 3; $26-35 = 4; $36-45 =5; $46-55 = 6; More than $55 = 7)

C1 For course

C2 For workshop, one day

C3 For workshop, three days

C4 For workshop, one week

C5 For workshop, two weeks

ix. Barriers to Participation

B1 No time after work

B2 No replacement staff for time off

B3 Can't afford expenses

B4 Library policy discourages participation

B5 Too old

B6 Nothing available fits needs

B7 Programs too far away

B8 Past experience discouraging

B9 Don't know what's available

B10 Just not interested

x. Incentives to Participation

I1 Release from routine responsibilities

I2 Higher salary

I3 Special recognition

I4 Greater power in decision-making

I5 Encouragement from superiors

I6 Job satisfaction

I7 Fee rebate

I8 Release time

I9 Formal college credit

xi. Re: VCSC AA Program

V1 Awareness of program

V2 Inclination to participate

## TABLE TOPICS: TAKING LIBRARY ISSUES TO THE PUBLIC

Denise A. Wenger
Wisconsin Library Association

In 1982, the need for a luncheon program for Friends and Trustees at the Wisconsin Library Association (WLA) convention prompted development of a series of programs called "Table Topics." Positive responses of users at that convention and other works during 1982 suggested that this series of topics could serve programming needs for trustees, librarians and friends groups thoughout the nation.

In use, "Table Topics" demonstrate a tremendous ability to stimulate thoughtful communication between individuals of diverse knowledge and experience. The opportunities they offer for information and experience exchange between users make them particularly valuable for fostering communication among and between trustees, librarians, and friends groups within the library. But their portability also gives them the potential for performing outside the library . . . as programs which take vital library issues to the membership of other organizations.

"Table Topics" are easy-to-use packaged programs which stimulate and manage discussion on issues of current concern to the library. Their design is simple; they provide seven different information cards and a carefully coordinated question card for each topic. Directions to users are printed on the front of an envelope which stores the cards for each topic.

To use "Table Topics," the program organizer simply distributes envelopes containing sets of cards to discussion groups of eight to ten participants, reviews the printed directions (which calls for a one hour discussion time), keeps track of the time, and at the end of the discussion period, calls on groups in succession for capsule summaries of major points or conclusions.

The three topics of this series: "Censorship, Taking a Stand"; "Living with Reduced Budgets"; and "New Roles for Volunteers"; can be used individually or together as programs for luncheon or dinner meetings, general meetings or workshops. Each topic supplies questions/information cards for eight participants. A set of three topics adequately serves 24-30 users.

Content of questions supplied to each discussion by the questions-card holder are tied closely to content of the seven different information cards supplied to discussion participants. For example, in "Censorship, Taking a Stand," discussion focuses extensively on what constitutes censorship. Information supplied to participants highlights the opinions of Justices of the Supreme Court in the landmark Island Trees (1982) censorship case and includes the court's comments to local school boards on their liability in censorship decisions.

Questions for "Living with Reduced Budgets," focus discussion on challenges brought to public libraries by alternative information centers and changes in tax-payers attitudes toward funding of public services. In use, questions for this topic stimulate examination of anti-intellectualism as a factor influencing the financial support given to public libraries. Much of the information supplied to users in this program centers on the debate over alternative methods for funding library services and their implications for the future of free libraries.

"New Roles for Volunteers" questions how monetary contraints on government have changed the use of volunteers in public libraries and examines the organizational structure behind volunteer efforts. Information cards focus on future service needs and uses for library staff and library volunteers.

The potential outreach use of "Table Topics" makes them somewhat unique in the marketplace. Their easy-to-use format and carefully coordinated content give libraries, regardless of size or location, opportunities for reaching out and taking vital library issues to local constituents.

"Table Topics" are carefully designed to stimulate thought, to increase public knowledge and involvement with library issues, and to generate creative and problem-solving attitudes toward issues of vital concern to modern public libraries in both urban and rural settings. How they are used, will depend to a great degree on whether or not librarians and other members of the library family see value in taking current library issues into the public forum within and outside the library.

Topics of this "Table Topics" series focus attention on censorship, library funding, and roles of volunteers. New topics, scheduled for release in 1984 will include such titles as: "The Library's Role in Vanquishing Illiteracy" and "Rules and Roles for Library Lobbyists."

Copies of the first series of "Table Topics" are available from the publisher: W-G Publishing, P.O. Box 225, Pewaukee, WI 53072, or from distributors to the library market. Prepaid orders mailed directly to the publisher (checks payable to W-G Publishing) are mailed without handling or postage charges. Sets of three different or the same titles retail for $9.95, individual titles are available at $3.50 each.

# ADMINISTRATION OF THE SMALL PUBLIC LIBRARY: A BIBLIOGRAPHY

Center for the Study of Rural Librarianship
Clarion, PA

This annotated bibliography deals with such management concerns as alternative funding, job motivation, budgeting, management theories, and professional development

Alsup, J. W., et al. "Financial Structure of Public Libraries: Report of the Library Financing Subcommittee of the House Revenue Committee (Illinois)." Illinois Libraries. 56 (November 1974): 869-99.

"A Committee was set up to study the financial structure of the public library systems in order that the local library system may be restored to financial stability. This study included a survey of alternative means to the property tax of financing local public libraries. Every attempt has been made to present a report reflecting the reactions and concerns given at the five public hearings."

Anderson, J. F. "Aspects of Main Library Administration and Management." Library Trends. 20 (April 1972): 654-62.

"The main library will continue to have. . .a special set of administrative problems, all entangled with the larger concepts of service within the community and the network. Whether the urban main library will grow apart from the traditional branch-main pattern will depend upon the joint pressures of community use, the shortage of local funds, and the relative value of the reference-research function."

Ankrum, J. and Hartley, N. T. "Better Administrators." Library Journal. 98 (March 1973): 986.

"Practical advice is given on how to be a better administrator. The following tips are given: Keep in touch with the real world, orient and introduce new staff members, set up and define procedures and responsibilities of staff members, have a definite schedule for breaks, make necessary criticisms, and periodic evaluations."

Bailey, M. J., et al. "Influencing Change: the Role of the Professional." Special Libraries. 66 (April 1975): 183-7.

"It is usually difficult for a professional in an organization to effect organizational changes unless the professional also happens to be an administrator. To a degree which is probably unprecendented, the Management Review and Analysis Program Technique (an internal self-study approach) gives the individual an opportunity to promote change within the organization of which he is a part."

Balachandran, M. "Manager's Reference Book Shelf (bibliographical essay)." Reference Services Review. 5 (April 1977): 33-6.

"This survey is mainly concerned with certain basic sources of information aimed at persons occupying administrative and managerial positions in business and industry as well as academians and students in business schools. It covers management theory and methods, industrial and personal relations and legislation affecting such relationships, and manpower planning and related data sources."

Ball, M. G. "Where Shall We Go From Here?" Catholic Library World. 47 (September 1975): 69-73.

"The model for the Management by Objective Planning System is given. By using objectives there will be a clearer understanding of users needs and ways of evaluating these needs.

Barr, D. "Source of Library Power." Library Association Record. 76 (November 1974): 224-5.

"To return again to the theme of library power: librarians are supposed to be professional handlers of information. If there is no demand for information, their work is relatively futile. If librarians are not convinced of the need for information, is it surprising that they have not had to recognize 'the serious defects in the image they present to those who must accept them in partnership?' When they have the information to convince themselves that libraries provide an efficient and effective service, they may then be able to convince others, and acquire for themselves the prestige and 'library power' which they so clearly desire."

Blagden, J. F. "Communication: A Key Library Management Program (with discussion)." Aslib Proceedings. 27 (August 1975): 319-26.

Libraries should be communication oriented. They should be establishing the information needs of their patrons. To do this the problem is discussed in terms of five management techniques. They are advertising effectiveness, observation, organizational experience, broadcasting problems, and television.

"Battling the Budget Crunch: Libraries Try for Outside $$." Library Journal. 100 (December 1, 1975): 2194.

Community fund raising campaigns are suggested as an alternative source to library budgeting.

Bergersen, H. "Scientific Management: Selected Literature on Techniques." Canadian Library Journal. 30 (September 1973): 406-14.

This is an annotated bibliography on management literature. "The subjects covered include network construction, operations research, and the systems approach with some titles specially related to the field of library and information science."

Boissonnas, C. M. "Employee Suggestions: Alternative Course of Action for Libraries." College and Research Libraries. 35 (March 1974): 109-13.

In business, employee suggestion boxes are provided. If the suggestion is used then the employee receives a monetary reward. Library employees who give suggestions which lead to increased user satisfaction can be rewarded by publicizing their name in a newsletter. Another suggestion was to enter the information in their personnel record.

Brademas, J. "Future of Federal Library Support." Library Journal. 101 (January 1, 1976): 35-7.

A summary of the present state of libraries is seen as an institution with insufficient funding. Federal funding has been cut in the Ford and Nixon administrations. The author suggests that a conference to study the problem in this bicentennial year would provide, "a serious appraisal of our past and future."

Casey, D. W. "How Trustees Can Secure Public Funds for Public Libraries." Library Scene. 5 (September 1976): 24-7.

Eighteen suggestions are given to increase the library budget. In most cases the library trustee is an important part of the process.

Cheda, S. "Women and Management: A Selected Bibliography 1970-1973." Canadian Library Journal. 31 (January 1974): 18-20.

"This bibliography describes some available publications dealing with the role of women as administrators."

Christine, E. R. "Administrative Concerns of School Librarians: A Competency Approach." International Library Review. 10 (October 1978): 371-84.

Coping with library administration problems is made easier by using the BRAC publication. BRAC (Behavioral Requirements Analysis Checklist) is designed to be a competency-based instrument to identify areas of school library media programs that need administrative guidelines. A class of librarians took the seven job function areas listed in BRAC. They then examined thirteen case studies to supply solutions to various problems. The rest of the article is devoted to a discussion of the problems and solutions supplied by the class.

Corfield, W. "Key to Public Library Budgeting." Canadian Library Journal. 35 (October 1978): 349-51.

"This article dealt with establishing public library standards, suitable for incorporation in legislation and on which qualification for grants would depend. There are several reasons why it would be beneficial for libraries to adopt a budgeting and accounting system that relates cost of defined services and functions. You know exactly what each program costs, and you can place priorities on programs and allocate money accordingly. If standard procedures are used, direct comparisons are possible among libraries."

Correy, E. "Budget Stretching." Catholic Library World. 47 (December 1975): 229-30.

School library media supervisors organize a reviewing program in their school district. Often times materials reviewed can be kept by the school district. This is seen as one method of stretching the library budget.

Dane, W. J. "Organizational Patterns in Public Libraries." Library Trends. 23 (January 1975): 329-48.

"This article will comment mainly on the status of art and music collections in libraries where they are administered as a department. This is the organizational setup most effective for maximum potential for any major subject and is apparently the closest to the ideal for public library administration."

De Gennaro, R. "Library Administration and New Management Systems." Library Journal. 103 (December 15, 1978): 2477-82.

"The real danger. . .with management systems is that they offer mechanistic formulas for dealing with complex realities and keep us from thinking about and solving our management problems in practical, realistic, and common sense ways."

De Gennaro, R. "Participative Management or Unionization?" College and Research Libraries. 33 (May 1972): 173-4.

"While it is difficult to predict whether unionization or participative management will emerge as the dominant trend in libraries in the next decade, it is quite clear that the two ideas are basically incompatible. Whatever the choice, there is likely to be considerable disillusionment, for the disadvantages of unionisms are sometimes underestimated while the promises of participative management are frequently exaggerated."

"DES Hopeful for Growth (Guidelines for Spending on Public Libraries)." Library Association Record. 81 (February 1979): 52.

"As usual the Department of Education and Science has provided a break-down of Government guidelines for spending on public libraries in

England, Scotland and Wales over the next five years. The Department expects there to be modest growth, despite reports that libraries may be cut in real terms over the next financial year."

Dickinson, D. W. "Some Reflections on Participative Management in Libraries." College and Research Libraries. 39 (July 1978): 253-62.

"Participative management is highly touted as a panacea for the ills - real and imagined - afflicting libraries. Apologists for this managerial strategy often fail to define it adequately, proceed from a number of unwarranted assumptions and suppressed premises in their arguments for it, and overlook some of the consequences that would follow from its implications. This article examines these assumptions, draws out the premises, and considers some of the possible ramifications of participative management in its various forms in order to arrive at a clear and workable, albeit restrained, understanding of the concept."

Dobbins, R. "Cases in Financial Management." Aslib Proceedings. 27 (July 1975): 301-7.

"Readers are invited to study three cases in finance and accounting and compare their own proposals with solutions suggested by the writer. Case 1 is a capital budgeting problem, Case 2 an exercise in the application of marginal costing, and Case 3 an exercise in the presentation of a cash budget."

Dorff, F. "Librarian as a Planner." Catholic Library World. 46 (July 1974): 17-21.

The Eight Basic Steps in Planning are given. This planning procedure is for a long-term basis. The total library operations are reviewed as a practical problem which can be solved by using the suggested model.

Drake, M. A. "Management of Libraries as Professional Organizations." Special Libraries. 68 (May-June 1977): 181-6.

"Professional service organizations such as libraries, hospitals, and welfare agencies, exist primarily to provide services to consumers who cannot provide these services for themselves. Some of the major issues associated with the management of libraries as organizations are discussed, and the proposition is set forth that libraries are not providing effective information services because the goals and attitudes of library professionals are in conflict with the goals of libraries as organizations."

Drew, S. "Try These Sources of Funds: Federal Programs, Foundations and Others Help Libraries." Wisconsin Library Bulletin. 74 (July 1978): 191-4.

A listing of legislative acts which provide funds for libraries.

Drucker, P. F. "Managing the Public Service Institution." College and Research Libraries. 37 (January 1976): 4-14.

"Important factors involved in the management of public service institutions, of which the library is one example, are discussed. Included are the requirements to know the publics and their expectations and service needs; the problems related to the introduction of new programs; the roles of the administrator and the professional; the mission of the institution; and the need to communicate effectively to society the institution's unique contribution in order to merit and to receive continuing support."

Dutton, B. G. "Staff Management and Staff Participation (with Discussion)." Aslib Proceedings. 25 (March 1973): 111-25.

A discussion ensues on how to motivate workers to do their best. A description of what factors cause job satisfaction is dependent upon communication. Communication is seen as an integral part of staff participation.

Edwards, R. M. "Management of Libraries and the Professional Functions of Librarians." Library Quarterly. 45 (April 1975): 150-60.

"The functions of library management are seen as different from functions of librarians performing as professionals. A definition of these two distinguishable roles shows large areas of differences as well as some areas of overlap at the higher levels of library management. Failure to clarify the differences between these functions has hindered the development of a genuine profession of librarianship and continues to handicap effective library service. What is called for is a broader vision of both the library profession and library management."

Fields, D. C. "Library Management by Objectives: The Humane Way." College and Research Libraries. 35 (September 1974): 344-9.

"As library management and administration become more complex in the seventies, management by objectives offers the library director a possible avenue for coping with the ensuing challenges. Theories of management and administration, including systems analysis, planning, organizing, and controlling, all require objectives and full staff participation for successful implementation. These approaches are discussed as they apply to library management and administration as well as to specific areas of library service and personnel problems."

"Finance (Recommendations of the Library Association of Australia to the Committee of Inquiry into Public Libraries)." Australian Library Journal. 24 (October-November 1975): 442-5.

Recommendations on the distribution, continuity, and sources of funding are given. The citizen has a right to free information. A charge should not be required at the time of use instead it should be part of the general revenue that supports the library.

Fischer, R. G. "Delphi Method: A Description, Review, and Criticism." Journal of Academic Librarianship. 4 (May 1978): 64-70.

"The Delphi method uses the opinions of experts for forecasting future events. The method, developed at the RAND Corporation, is described, and a hypothetical example of its use in library planning is given. Four Delphi studies are reviewed to indicate the different kinds of problems that have been studied using the method. The weaknesses of the Delphi are pointed out in the areas of statistical tests and sampling, the nature of the future, the basic RAND studies, selecting experts, and evaluating predictions. Delphi may be most useful in gathering opinions from large numbers of people and as a heuristic device rather than as a measure of predicting the future."

Fischer, R. G. "Workers' Self-Management and Libraries." Canadian Library Journal. 34 (June 1977): 165.

Two differing styles of management are discussed. Top-down decision making and participative management are compared in terms of innovation and change. Participative management is considered the best style of management.

Fish, J. "Community Analaysis: A Planning Tool." Bay State Librarian. 67 (June 1978): 17-19.

A brief commentary on community analysis as a tool to improve management decisions.

Flener, J. G. "New Approaches to Personnel Management: Personalizing Management." Journal of Academic Librarianship. 1 (March 1975): 17-20.

Personnel management is an essential factor in productivity. One method of increasing job satisfaction is to offer an optional training program to staff members. The program would provide necessary skills perceived as essential for job advancement.

Fox, J. "Library Planning and Evaluation Institute: Helping State Libraries Write Effective Long-Term Programs." American Libraries. 3 (May 1972): 501-5.

The Library Services and Construction Amendment of 1970 stated that a comprehensive program must be submitted in order to receive federal funds. The College of Education of Ohio State University in Columbus, Ohio, developed an evaluation model known as CIPP. To train librarians in the decision making process a three phase project was developed. Phase I dealt with needs and assessment; Phase II dealt with techniques used in planning; Phase III dealt with problem solving related to planning. "The activities of the institute are recorded in a document entitled Planning and Evaluation for State Library Agencies."

Francis, D. P. "Cost-Benefit Analysis and Public Library Budgets." Library Review. 25 (Spring-Summer 1976): 189-92.

Cost-benefit analysis is a tool designed to reduce social benefits in terms of cost. The exclusive use of this method will not solve all the problems inherent to budgeting library expenditures. "The most conservative estimates of benefits provided by public libraries to their local public indicate that these benefits, when expressed in financial terms, are vastly in excess of expenditures on libraries."

Galvin, T. J. "Beyond Survival: Library Management for the Future." Library Journal. 101 (September 15, 1976): 1833-5.

"We desperately need, as managers, to find alternative vehicles of institutional accountability. In justifying our institutional existence we need to become less materials oriented and more client oriented, to find ways to collect and quantify attitudes toward the library and client estimates of its resources and services and to compare these data over time. Finally, and most central to effective planning, accountability, and budgeting, it will be essential that we devise and implement sound methods for establishing realistic, achievable, appropriate service goals and for reporting in a convincing and entirely candid manner the extent to which these goals have, or have not been realized."

Georgi, C. "Beating Inflation in Libraries." Special Libraries. 66 (May-June 1975): 241-4.

"In what she hopes is a light and lively manner, the author discusses the very serious matter of how to operate a library in an economic period of less, and less, and most probably less."

Gore, D. "Things Your Boss Never Told You About Library Management." Library Journal. 102 (April 1, 1977): 765-70.

"When staff are neither bored by their work, nor alienated from it, nor made anxious by it, productivity is bound to soar. And when that happens, a library director has the best possible case for making compensation rise too. The best hope I can see to remedy the sad salary situation is to find agreeable ways to bring about quantum leaps in real productivity, and then prove to your administration that you have done it."

Grover, P. "Planning, Participation, and Public Relations: Essentials for Trustees." Tennessee Librarian. 30 (Fall 1978): 16-18.

The challenge and responsibility of a library trustee are examined. Here the library trustee is someone who will, "plan, participate and work at public relations, you can be sure that your library is the best one that it can be." Three sources are cited to help the library trustee in the planning stage.

Gwinup, T. "Participation in Decisions: Reference, the Library, and the Larger Question." California Librarian. 36 (April 1975): 56-62.

A wide spectrum of issues are examined in terms of the bureaucratic environment we call a library. The broader issue of working within a bureaucratic framework is narrowed in terms of the need for participation among librarians and management decisions.

Halbrook, A. "Librarian as Manager." New Library World. 77 (May 1976): 95-7.

The managerial style of management by objectives is examined. This system of using objectives to measure competencies allows the librarian to base decisions upon the effects and costs of library service.

Harvell, S. A. "How We Increased Our Budget and Collection Painlessly." North Carolina Libraries. 36 (Summer 1978): 23-4.

Three plans were used to increase the budget, a film rental, book fair and paper back exchange.

Henington, D. M. "Developing Patterns of Main Library Organization." Library Trends. 20 (April 1972): 640-53.

Public libraries share one common organizational structure: they all have departmentalization. The trend is being established toward

fewer and larger departments. The biggest difference between libraries is the grouping of departments.

Jones, K. H. "Creative Library Management: The Existential Perspective." Assistant Librarian. 66 (November 1973): 178-82.

The term existential is used "because it emphasizes the autonomous and creative human element which is of the essence of librarianship." The creative librarian is one who can organize progress and gauge the achievement. The librarian is a creative risk taker and utilizes library synergy. Library synergy is making the library a positive stimulus for creative use. The library is a structure which is used in part for specific information, and as a whole for a holistic use.

Jones, K. H. "Creative Library Management: The Limiting Factors." Assistant Librarian. 66 (October 1973): 158-62.

The limitations of reducing library management to mathematical models needs to be understood. Mathematical models are needed but the importance of creative thinking must not be overlooked. Library synergy deals with a model that emphasizes library stimulus and reader response. This stimulus needs to be constantly expanded to provide a higher level of response among the reader.

Jones, K. H. "Management Theory and the Public Library: Technique or Revoluation?" Library Association Record. 73 (January 1971): 10-12.

"Traditional library organization is relatively static, hierarchical and routine-based, and notwithstanding appearances, the application of conventional management theory may do no more than confirm this fundamental pattern. A contrary pattern of organization, derived from the General Systems Theory of Management, accords with new concepts of library ser-

vice, and provides a basis for continuous flexible development of library systems. The elements of the Theory are noted and related to public organization and practice, and some wider implications for librarianship are suggested."

Kim, C. H. "Library Managing for Results." Focus on Indiana Libraries. 27 (Summer 1973): 44-7.

"The expression of principles or directions with which the goals or objectives are implemented is called policy. Establishment of goals or objectives precedes that of policy. The established policy is further translated into specific programs, each of which specifies the requirement and allocation of resources as well as tasks or procedures that are necessary to carry out the program. The policies and programs are deduced from the goals and objectives; this deduction is valid so long as the premise remains valid. This discussion is in a sense, about the validity of the premise or about the variables that determine the library goals and objectives."

Kim, C. H. "Library Management: Man, Material, Service; Institute for Library Administrators held at Indiana State University." Focus on Indiana Libraries. 25 (December 1971): 164-9.

Man, materials, and services are the three spectrums of library service. This is the foundation of the structure that is a library. Library management can not be utilized "unless we know what service we want to serve, we do not know what kind of man we need and we do not know what type of collection to develop."

Kemp, S. D. "Management Tools: Their Use in the Design, Development and Operation of Information Services." Aslib Proceedings. 28 (November-December 1976): 364-9.

Management techniques are used to classify and solve problems. The process is derived from three stages. The "problem classification" technique gives the steps for assessing the problem. The "problem solving" stage lists the pertinent steps for arriving at a decision. The "modes of thought" stage is a tool which allows us to function in three different styles in the "problem solving" stage.

"Libraries for Profit?" American Libraries. 4 (May 1973): 267.

"A survey of Capitol Hill indicates that any move to put public libraries on a user-pay financial basis would meet with a resounding no." The Nixon administration wishes to include library funding in with other local monies. This money would then be distributed by local officials. Mr. Byam predicts, "Libraries won't get any money if that happens."

"Libraries: Money." American Libraries. 3 (December 1972): 1163-4.

A description of how library support was increased at libraries that were faced with inadequate funding.

Little, P. L. and Saulmon, S. A. "Practicing Librarian: Realistic Allocation of Branch Library Staff." Library Journal. 104 (February 1, 1979): 356-8.

A mathematical formula for allocating staff to branch libraries was the outcome of a study. The study analyzed an estimated task time needed to perform a specific job. Allocation of staff was then made on the basis of these results.

Lynch, B. P. "Organizational Structure and the Academic Library." Illinois Libraries. 56 (March 1974): 201-6.

The author doesn't believe that there is one "Best way to design the library's organization structure." In order to decide on the best form of library governance we must have certain ground rules. "We must examine variation among library structures, identify factors that are related to effective performance, attempt to study libraries in an objective and systematic fashion. Then and only then can we accept some discussion on 'The one best way to design the library's organizational structure.'"

McAnanama, J. "Zero Based Budgeting: One Public Library's Experience." Ontario Library Review. 62 (June 1978): 105-12.

The biggest disadvantage to zero based budgeting is time spent. "Finally, was it worth the time spent? Zero base budgeting is a process which as long range benefits. In the short run, it provides a rational approach to budget management, but in the long run it allows for the integration of budget reality with the objectives of the library, so that long range planning is facilitated."

McClure, C. R. "Planning Process: Strategies for Action." College and Research Libraries. 39 (November 1978): 456-66.

"Planning is the process of identifying organizational goals and objectives, developing programs or services to accomplish those objectives, and evaluating the success of those programs vis-a-vis the stated objective. The importance and purpose of planning as a means to increase organizational effectiveness are stressed. A model of the planning process is presented, and the various components of the model are described

in terms of implementation. This paper concludes with the author suggesting some pragmatic strategies and considerations that may facilitate the implementation of organizational planning in academic library."

Marchant, M. P. "Participative Management as Related to Personnel Development." Library Trends. 20 (July 1971): 48-59.

"The purpose of this study is to determine the relationship between the involvement of the professional librarians on the staff in the decision-making process of the library and selected performance characteristics. It would appear that the staff's job satisfaction is highly affected by managerial style and the opportunity to participate in the decision making process."

Martell, C. "Administration: Which Way, Traditional Practice or Modern Theory?" College and Research Libraries. 33 (March 1972): 104-12.

"Recent technological and social developments are forcing many administrators to reassess the effectiveness of traditional managerial practices. Attempts to increase effectiveness by utilizing modern theories of management have frequently ended in failure. This article maintains that features inherent in the traditional, 'mechanistic' organizations hamper the creation of truly flexible and adaptive organizations. If this is the case, it is crucial that administrators learn to recognize and cope with these hindrances."

Martin, J. A. "Staff Evaluation of Supervisors." Special Libraries. 70 (January 1979): 26-9.

"The results of a two-year experiment with subordinates evaluation of supervisors in health sciences library are described. Results of a questionnaire survey of 101 health sciences library directors on this reverse evaluation process are also revealed."

Miller, E. P. "Cost-Effectiveness for Decision Making." Illinois Libraries. 55 (February 1973): 62-4.

Cost-effectiveness is discussed in terms of a decision making policy. Cost-effectiveness involves two factors. The first is the cost to management and the second is the effectiveness to the user. How do we evaluate whether a change will be effective or wanted by the user? The author suggests that one way may be to take a user opinion survey.

Miller, E. R. "Dollars are a Year-Round Job." Wisconsin Library Bulletin. 69 (March 1973): 89-91.

"It is important to establish year-round rapport with other government units to have effective liaison at budget time."

Musmann, V. K. "Managerial Style in the Small Public Library." California Librarian. 39 (July 1978): 7-20.

A survey was conducted of five libraries in which the director, professional staff, and clerical employees evaluated the style of management of the director. Possible styles were: exploitive, authority; benevolent, authoritative; consultative; participative. The management areas were: leadership, motivation, communication, decisions, goals, and control.

Otterson, S. comp. "Bibliography on Standards for Evaluating Libraries." College and Research Libraries. 32 (March 1971): 127-44.

This bibliography has guidelines for the evaluation of subject collections in federal government libraries. References are chosen because of their contribution to an understanding of the elements of library standards and the required criteria. References are also given to articles dealing with an application of the methodology needed for the evaluation task.

Palmour, V. E. "Planning in Public Libraries: Role of Citizens and Library Staff." Drexel Library Quarterly. 13 (July 1977): 33-43.

"The purpose of this paper is to discuss the kinds of information needed for planning in public libraries, some of the difficulties and pitfalls in obtaining such information, and suggestions for improved methodology in public library planning. Emphasis will be placed on the role of citizens - both library users and nonusers - and library staff members in the planning activity."

Plate, K. H. and Stone, E. W. "Factors Affecting Librarians' Job Satisfaction: A Report of Two Studies." Library Quarterly. 44 (April 1974): 97-110.

Job satisfaction is discussed in terms of Fredrick Herzberg's theory. A study was conducted to see what led to job satisfaction and dissatisfaction. Motivators which lead to satisfaction are: achievement, recognition, work itself, responsibility, advancement, and professional or personal growth. Causes for job dissatisfaction are: institution policy and administration, supervision, interpersonal relationships, working conditions, status, salary, and security.

Ramsay, N. C. "Nature of Librarianship: The Profession and its Role in the Community." Australian Library Journal. 21 (September 1972): 325-31.

"The practice of librarianship involves not only carrying out the core tasks of the profession - collecting, organizing, exploiting and preserving books and information - but administering the libraries and information services in which these tasks are carried out. In this respect librarianship differs from the classic professions."

Randall, G. E. "Budgeting for Libraries." Special Libraries. 67 (January 1976): 8-12.

"In the past the major portion of the industrial library budget, as high as 90-95% of the total, was consumed by personnel and literature costs. Emperically and rationally derived bases for determining the costs for libraries are suggested. Recent accounting procedures and the advent of new technologies have introduced costs into the library budget so that literature and personnel costs may now account for only 75-80% of the library budget."

Rayward, W. B. "Bureaucratic Organization of Libraries." Australian Library Journal. 19 (August 1970): 245-53.

A review of the similarities of bureaucratic organizations in libraries. An illustration of a beginning library is given with the development of each department and its function. The best structured department is mere paper work if an understanding of the human element is ignored.

Rizzo, J. R. "Accountability and the Library (With Discussion)." Wisconsin Library Bulletin. 71 (January 1975): 14-17.

"A library administrator who approaches accountability in this manner can achieve benefits beyond those of achieving organizational effectiveness and efficiency. A budget presented in achievement area or program terms encourages decisions based on results."

Shaffer, K. R. "Library Administrator as Negotiator: Exit the Boss." Library Journal. 100 (September 1, 1975): 1475-80.

The traditional image of the boss is being reexamined. This image is being replaced by a manager who is in the role of a negotiator. "The administrator must forego the spotlight of prestige to share achievements readily and widely. And last, he or she must possess an elephantine

strength, energy, and patience, not only in dealing with the crises and problems of the library, but in providing the leadership day by day that will bring it to greater achievement and excellence."

Shuman, B. A. "Model-Building Techniques for Public Libraries." Focus on Indiana Libraries. 28 (Summer-Fall 1974): 43-4.

A procedure for reducing library problems into working models is portrayed. Several diagrams of models are illustrated to incorporate the various techniques.

Singh, M. "Library Improvement: Some Human Factors." Indian Librarian. 26 (March 1972): 164-81.

One important aspect of management is personnel. How do we motivate people to do their best? Where we see that various factors of the workers relationship play an important role in job motivation. How we deal with these relationships will effect personnel productivity.

Steensland, R. P. "Management in Public Libraries." North Carolina Libraries. 32 (Winter 1974): 19-22.

Three managerial styles are compared. "Management by crisis" is seen as a method where the library manager is constantly called to make low level decisions. "Management by drives" is an administrator who is continually supervising others who make low level decisions. The middle ground approach is "management by objectives." "This approach to library management seeks through planning to eliminate crisis within the organization."

Summers, F. W. "Libraries and Budgeting." Connecticut Libraries. 15 (April 1973): 2-10.

The need to justify your budget to gain added support or programs is perceived. Budgeting is the basic philosophy that governs the spending of money and other resources in the library. A look at the different types of budgeting procedures are examined in the light of providing better library services.

Swanson, R. W. "Organization Theory Related to Library Management." Canadian Library Journal. 30 (July 1973): 356-64.

"Modern organization theory is a composite of theory on structure and function or organizations and theory on human behavior in them. There is an evident need for managerial skills and analytic expertise related to patron service, both demanding a high degree of interpersonal interaction. Increasingly, time and experience are permitting an examination of objectives, performance effectiveness, work group arrangments, and organization alliances for which knowledge of organization theory is helpful. This paper presents elements of organization theory relevant to projective assessments of libraries and information centers."

Tarr, S. A. "Effective Group Process for Libraries: A Focus on Committees." College and Research Libraries. 35 (November 1974): 444-52.

"One way of generating greater and more effective staff participation in library management is through the library committee. An investigation and reevaluation of the traditional library committee composition, functions, and performance is made applying management principles and group interaction theory."

Waddington, C. C. "Some Principles of Administration in Libraries." Journal of Education for Librarianship 10 (Fall 1969): 138-43.

The importance of administrative decisions is structured by three principles. "The three principles of administration are: 1) the need to focus on the quality and quantity of work done by staff members and the exclusion of all 'routine tasks' from an administrator's schedule, 2) the need for two-way communication up to the point of rural understanding of the individual and problems involved, 3) the need to plan and implement change. The other five functions of a library include: planning (included here are organizing, coordinating, and budgeting); decision making (directing); delegating; staffing; and reporting." Within this framework the importance of administrative decisions are examined.

Waldhart, T. J. and Marcum, T. P. "Decision Making and the Analysis of Library Operations and Services." Kentucky Library Association Bulletin. 35 (October 1971): 4-11.

"A number of factors can contribute to the level of quality achieved in decision making, some of the most obvious being: (1) the degree to which the decision maker understands the problem, (2) the presence or absence of information to support the decision making process, (3) the quality of the supportive information, and (4) the decision maker's interpretation of the supportive information. In light of the importance of good decision making to the effective and efficient management of libraries, this paper will consider two aspects of the problem: the structure of the decision making process; and the relationship which exists between decision making and the analysis of library operations and services. Perhaps through a better understanding of the decision making process we can contribute slightly to improve library management."

Waller, S. B. "Libraries, Managers, and People." Special Libraries. 66 (September 1975): 411-15.

"The question of library management is receiving more and more attention. Increasing liberal attitudes on the part of workers is straining current supervisory techniques. There is evidence to suggest that current management thinking is not effective enough to deal with these changes. It is evidenced in the pressures experienced by managers and in the increasing discontent of employees. Library managers can benefit from a study of differing management theories and a greater understanding of human interactions in the work environment. They must recognize that where there is poor interaction their role is causative as well as crucial."

Wedgeworth, R. F. "Prospects For and Effecting Change in the Public Library." Library Quarterly. 48 (October 1978): 531-41.

A historical survey of what areas have been most affected by change in the library. One way of encouraging change is through the continuing education of librarians. This need was provided in CLENE (Continuing Library Education Network and Exchange).

Willard, D. D. "Seven Realities of Library Administration: Fear, Blame, the Productivity Obsession, Expediency, Management by Crisis, Bureaucracy, Management by Platitude." Library Journal. 101 (Juanuary 15, 1976): 311-17.

Library administration deals with the following personnel problems: "fear, blame, the productivity obsession, expediency, management by crisis, bureaucracy, and management by platitude." These areas are a natural deterrent to job satisfaction and productivity. Administrative

theories are needed but individual behavior must be considered before the theories are applicable.

# THE VILLAGE LIBRARY PROJECT
# YUKON-KUSKOKWIM DELTA, ALASKA

Gordon H. Hills
Bethel, Alaska

"Library service of any quality in rural areas is a very new, indeed a revolutionary concept: as revolutionary in its own way as computers or satellite communication . . ."[1] Couple this with the fact that both computers and satellite communication (including television) are joining libraries in Yupik Eskimo villages across the Yukon-Kuskokwim delta, and we assuredly have, in terms of access to new information, a revolutionary situation.

The Project area[2] is in west central Alaska, along the Bering Sea coast. About the size of the State of Washington, it is almost entirely tundra, with the Yukon River forming the northern edge against hills, and the Kuskokwim River flowing southwesterly into the bay of the same name. A maze of tributaries and sloughs characterize both river courses. Viewed from the air in the summer months, the innumerable ponds, lakes and serpentine sloughs over the vast tundra area in between give the impression of a waterscape, rather than a landscape. Scrub spruce forests are found upriver and on hills bordering the Yukon. The region is located just south of the arctic circle and has a climate of long, rather harsh winters and relatively short summers. Winters are characterized by short days and zero or below zero temperatures with wind, but the summers more than compensate with endless daylight and bountiful subsistence resources across the land and waters.

The Yukon-Kuskokwim delta is the largest and most heavily populated contiguous area of Native settlement and culture in Alaska. All but a small fraction of the population is Yupik-speaking Eskimo, living in 57 villages ranging from 100 to about 400 in population, with 3 or 4 having between 600 and 700. Bethel, the regional center on the lower Kuskokwim, has 4,800 of a total 19,500[3] population in the area.

Euroamerican or western values and development policies and priorities have been supplanting or at least strongly influencing the traditional economies and beliefs at an increasing rate. This is especially true since the Alaska Native Claims Settlement Act was passed by the U.S. Congress in 1972. This brought Native local and regional corporate organizations into gradual control of large areas of Alaska, to culminate in total land and resource control in 1991.

During the first half of the 19th century Russian explorers were followed into the Yukon-Kuskokwim delta by missionaries of the Russian Orthodox, Moravian and Roman Catholic faiths. After the sale of Alaska by Imperial Russia to the United States in 1867, the U.S. Government slowly began to assume some care and responsibility for the Native population in the Territory of Alaska. In this century, the U. S. Bureau of Indian Affairs and most recently the Alaska State Government (statehood came in 1959) have developed local government, health and educational systems. Telecommunication networks and modern transportation services developed by government, the military and the private sector are the equal of any in the world, for a region so sparsely populated and remote. One main lack is interconnecting highways, prohibited by, among other factors, the exhorbitant cost of building and maintaining a roadbed over permafrost. In Alaska, however, air travel has become a system of 'intercon-

necting highways.' Any local roads are confined within a village or connect with a nearby airstrip.

In a word, in terms of access to information and resources for modern development, the Yukon-Kuskokwim delta is being catapulted straight into the 21st century, and many of the Yupik people are the ones most anxious to have their hands on the controls. The traditional subsistence economy is already under pressure from a growing population, and easier transportation (snow mobiles, called sno-gos or snow machines, in winter; outboard-powered, flat-bottom river boats during the warm months; and a variety of aircraft by scheduled and charter carriers all year round). There is regular barge freight service from the mainland U.S., and both jet and turbo-prop airliner service between Bethel and Anchorage, 400 air miles due east. (There are also two other regional sub-centers whose runways can handle jets, one on the Lower Yukon, the other 150 miles upriver from Bethel on the Kuskokwim.) Presently oil and gas exploration and dam proposals are posing dramatic changes for the subsistence economy, which flourished relatively undisturbed for thousands of years.

Public desire for library development in the Yukon-Kuskokwim delta was expressed during a series of meetings sponsored by the White House during the winter of 1978-79 ("Speak-Out" for libraries, etc.) Possibly some of this interest had been stimulated by previous school library development, which was strong in at least one of the three school districts in the region, the Lower Kuskokwim School District. Financial and technical assistance was needed to start a program of library development in the remote villages desiring libraries.

The Head Librarian of Bethel's Kuskokwim Consortium Library (serving both the residents of Bethel and Kuskokwim Community College, the later providing about 80% of its funding) started a search for funds that eventually resulted in a large state appropriation going directly to the college for a village library development project. Preparations were begun and a Project Coordinator was hired for the 1980-81 fiscal year. Nine villages participated the first year, which perhaps was too many.

The criteria for accepting a village to participate in the Project have altered somewhat since the beginning. At first the existence of community college programs was a prime factory (Adult Basic Education[4] center, credit courses taught by contracting with qualified school teachers in the village). Later of necessity other factors became more important: the surety of a heated, lighted place for the library; the interest and committment of local officials; a conscientious and otherwise qualified and trained library aide; population; remoteness; community-wide interest and support. Interestingly, we found that it was often easier to establish a library in a small, poor village than in a large, affluent one, due to the fact that there is usually one dominant power clique, figure or family in a small village, whereas the large village may be wracked or disorganized by opposing power factions, or having difficulty managing all kinds of grants for a variety of projects. The city manager (village administrator) may be supportive--or disinterested. The traditional mayor may or may not be strong on the library. And with each election, each change in village administrator, the local climate for the library may well shift, for better or worse.

In return for the village's contribution of a heated, lighted place for the library, the Project provided transportation and per diem for the resident library aides to attend two 3½-day training workshops in Bethel, a "core collection" of library materials, adequate library furnishings, subscriptions to about twenty periodicals, a cassette recorder/player, Yupik language and cooperative extension materials, plus two visits during the first year by the Coordinator to help set up the library and get it started. In the following years the project funded one annual on-aide visit per village by the Coordinator, an annual workshop/meeting of all library aides, plus ongoing consulting support to resolve any problems.

Training has been in the most basic procedures for (1) establishing the library, and (2) operating the library. The aide is pivotal in every respect, since he/she acts as the agent and liaison for the Project, once the Coordinator leaves the village. We have found, over the three years' experience, that one must be in as close touch with the village administrator as with the library aide, in order to make realistic progress. Belatedly, as the funding and support services for the Project are being phased out by Kuskokwim Community College during Fiscal Year 84, we must also recognize that the traditional mayor of each village should have been uniformly included in our village liaison. In several villages this happened naturally, but in others, where the village administrator seemed in-charge to a "Kusaaq" or Caucasian Coordinator only just learning the socio-cultural ways of the Yupik villages, there was no contact at all with the traditional leaders--and in certain villages it can be seen in retrospect that this omission significantly handicapped the progress of the library.

It should be mentioned that a background in cross-cultural relations for college field staff, those who work in the remote villages, is important. And learning the Yupik language, although not required, has been encouraged for these workers, whose clients are almost exclusively Yupik Eskimos. Admittedly the trend is for more and more young Natives to be, if not bi-lingual, then exclusively English-speaking, but the parental and grandparental generations--certainly in some of the more traditional villages--can be functionally illiterate when it come to written English, at least, though they may have a fragmentary acquaintance with spoken English.

The original Coordinator, who did a creditable job in helping set up nine libraries the first year (although two or three almost failed from lack of follow-up support), appears to have had enough difficulty with the remoteness of the delta and, as he had a small family, with the innumerable flights to remote village alone (20-25 per year was the average the first three years) that he resigned early. The current Coordinator, who will have worked from the second year to the end of the Project, has picked up his cross-cultural knowledge informally, and by close observation. He also worked previously for an Indian tribe on the Washington coast, living outdoors much of the time, and thus was better prepared for bush and cross-cultural encounters generally. It also helped that he was unmarried, though he had a dog team in Bethel which some would say is almost like being married!

The core collection of each village library consists of forty-five linear feet of fiction and non-fiction, meeting standards of a basic collection for a beginning (very) small public library. This would be about 15 shelves 3' wide, or three 5' high shelving units. The non-fiction portion is strongly reference in character, and the fiction shelves are predominantly juvenile,

westerns and romances. Added initiatives bring adult fiction in donated paperbacks and back files of magazines like Alaska Magazine and National Geographic.

The villagers are solicited for recommendations at all times, and this has resulted in practical repair manuals, local Alaskana, high interest sports books on specific sports, local maps, sectarian religious books, business and trade skill texts, and materials on life-coping skills being added. Anything pictorial on Alaska is of high interest. Illustrated adult fiction would be popular, but there is very little available. One yearns for the old Classic Comics of the '40s and '50s. Cassette tapes of music, bible readings and on other subjects (e.g., basketball coaching) are also available. The first village has purchased a microcomputer for use in its library/A.B.E. Center building, and another possibility is to have a television monitor and video-recorder/player, especially if the village has cable television, which is slowly spreading among at least the larger villages. Telephone service, by the way, has rapidly evolved from the one village phone of one or two years ago to individual phone service for most villages. In the future undoubtedly lies the prospect of computer networks, and teleconferencing is already common. All villages with television sets can receive at least two state channels now, one for entertainment which is a combination of network programming, and the other is the Learn Alaska channel, for educational purposes, including continuing education.

Five villages were accepted during the second year, 1981-82, then two more in 1982-83. Progress for all libraries has ranged from definite to very uncertain. In the fall of 1983, fifteen are either open or on the verge of being so, because of school starting and the summer subsistence season coming

to an end, and the one remaining village will be hiring an aide and opening their library once a small building purchased from the school district has been moved and reassembled on village land. Over these years of the Project there has been almost constant change in the status of each village library, due to the fact that each one has been evolving toward improved housing, budget management and library aide performance. Probably the main incentive for the participating villages to raise standards is to meet requirements for receiving Library Assistance Grants made available by the Alaska State Library.

After difficulties encountered during the first year, it was evident that local political support should be emphasized and continually monitored. Formation of a village library committee was strongly recommended, rather than having the village council sit as the library committee. Most local liaison work has to be done by the library aide, who is coached in workshops and reinforced by other, more experienced aides in ways to bolster the standing of the library, as well as the standard of library services offered. One main goal has been to make the village libraries appropriate, community-oriented libraries. The social status of a new library is somewhat problematical, culturally speaking, until the collection, services and programs it offers are accepted as relevant and helpful and can be recommended by elders, many of whom do not read English or the new Yupik orthography.

The role of the Coordinator, as agent for the creation of new libraries and as advisor for those already established and operating, is significant and, for a time, seemingly indispensable. The main goal of this final, phasing-out year (of Project assistance) is to make the village libraries as independent as possible. A handbook is being prepared for the use of village administra-

tors and village library aides alike. The Coordinator has been facilitating and expediting improvements for the individual village libraries and monitoring their progress by phone calls, on-site visits to help directly (especially in training new aides, which is now done in the home village), and by passing on timely information and advice about changes needed in order to meet requirements for the library assistance grants. Almost all the villages need these grants to keep their libraries going. These are consumed mainly by the aide's salary and heating fuel costs. But then these subsistence villages are dependent on a variety of large state grants and governmental services, for everything from building and maintaining airstrips to operating schools. (Currently the old B.I.A. elementary schools are being turned over to state school districts, and in the future the distant boarding high schools are being phased out as well, as almost all villages now have their own K-12 systems.) even the salaries of village employees are provided through state sources. Although jobs in the private sector exist they are few in number, though a cash economy is gradually replacing the traditional subsistence economy.

The cross-cultural nature of the Project presents interesting problems. As mentioned above, training of villagers to be library aides has evolved from schooling sessions in Bethel (which brought villagers far from their home village to the regional center, with its diversions, temptations, and relative anonymity for the visitor) to on-site visits by the coordinator for one-on-one instruction, coaching, and just plain visiting and getting acquainted in the aide's home village. It is crucial to establish good relations in the village, to know the community better and to be known oneself. As well as making friends, this effort also gives the aide confidence and recognition and the library a start toward acceptance and some status, by eliciting the interest,

support and pride of local officials in a new community service. In going to a home village, the Coordinator chooses to 'go with' community pride and cultural strengths in order to reinforce the training, rather than pulling a villager into the mostly "Kussaq" (white) dominated regional center of Bethel, far from family and friends. Speaking of Kussaqs, there is a point of view or mentality that says that establishing libraries in these villages is not replacing anyone's cultural values, that Yupik people have been reading English for a long time, and that there has never been any adverse reaction to establishing these libraries-in-the-villages is premature, and that they will fail if not constantly nurtured. I must disagree with both these positions, because the truth lies in between these extremes.

Another cross-cultural question involves the position of males and females vis-à-vis the public library in a Yupik Eskimo village. Does it make a difference if the aide is a young woman or a young man? It appears that it does in some villages. Some men may not go to the library simply because it is operated by a woman and is thereby made a "woman's place." In one village the library was placed on the second floor of a city building, where the village administrator's office is located. Both the village administrator and the library aide are young women, and there is also a space for the women's sewing circle to meet! (The first floor is reserved for men's activities.) Recognizing such conditions and the mores of the villagers, we have also thought to suggest designating certain shelves in the village library as "Men's Books," and others as "Women's Books," just as some have always been labelled "Children's Books." This is not an over-reaction, nor is it sexist; it is an attempt to make the libraries more acceptable to all the villagers, not just to women and children and some of the young people. The reluctance



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of some men to use the library in a village because of this gender identification is also seen in the use of the Adult Basic Education Centers in certain villages, where young men are said to be unwilling to show a lack of prowess in academic and related areas of knowledge by being seen entering the place, although they might go in to get acquainted with the young woman personally! Hunting, fishing and trapping are the men's traditional, subsistence domaine; the women are at home with children, or gathering plant resources, making or washing clothes, preparing and cooking food, processing game and hides brought in by the men, etc.

In order to qualify for Library Assistance Grants and matching money available from the Alaska State Library after the village library is established, each participating village council must pass a library ordinance or resolution and have the library open at least ten hours per week for 48 weeks of the year, although "alternative library services" may be offered during the summer months, when subsistence fishing takes precedence over all other community activities. This usually involves placing an exchange paperback and periodical collection in the village administrative offices, which are open throughout the year. Passing a library ordinance or council resolution to that effect makes the village public library an official arm of village government.

The Library Assistance Grants are for operations and improvements for an existing community public library, but not for construction of a library building. There are other state funding sources available for the purpose of new library construction, but as of this writing there are no longer funds available for this use through the federal Library Services and Construction Act. Orientations and advice are given at all workshops for the library aides,

regarding the requirements and preparations needed to qualify for such state grants and any other funding for libraries.

The type of housing utilized for a village public library takes many forms: rooms in community or recreation halls, or in other village government buildings, former clinics or vacated houses, old federal government trailers or school classroom buildings, and lastly, combined school/public libraries that are set up in the local high school's library area. The latter arrangement has to be negotiated between the village's school advisory board and the village council. Wherever feasible and desired, for its apparent economy and efficiency, the Project has supported such combined or multiple use of the village library area. For example, some villages hold their Adult Basic Education classes in the library, or the village library aide doubles as the A.B.E. monitor.

On the face of it, one would think that it would work out best in these small, isolated villages--many of them quite poor--to have the school and public library in one facility, to eliminate the duplication of services. However, under the prevailing cross-cultural conditions this is not easily done, and in fact is not wanted. Of the sixteen villages that joined the Project, not one has retained combined school/public library housing, though several started out that way. The villagers apparently prefer to have total control of their own library. On the other hand it seems clear that the village library joins most logically with the local A.B.E. program, for these combinations are relatively easy to effect, and the A.B.E. program is administered by the regional community college.

As well as offering public library services, the village libraries are also there to provide some preparation and support to high school graduates in



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the villages who may be considering higher education, and to do the same for students in field extension courses of the community college. Support for A.B.E. students has already been mentioned. Interlibrary loan is encouraged, as well as any other mutual assistance and sharing. Last winter one library was totally lost when the community hall in which it was housed burned to the ground. In a few weeks a large quantity of new and duplicative materials were being donated by the other village libraries, and shortly the village had more than enough good library materials to open in a new location. The strongly supportive response from the other libraries also boosted the spirits of the "burned out" library aide and, instead of quitting his library job, he took on a new enthusiasm which eventually resulted in the library re-opening, furnished with all new shelving and furniture purchased with remaining grant money and some village funds.

The library aide position in most villages being only a quarter-time job, the aide usually has other part-time jobs or subsistence activities to pursue. As a resource person the library aide is sometimes able to obtain employment in the local school as a teacher's aide to help take care of the school library as well. We have also found that the aide really needs to be a high school graduate. Then with library training and regular coaching he or she is more likely to operate the library in an effective way, responsive to villagers' needs. Experience with high schoolers has shown that they are too immature and self-oriented, regardless of training, and use their library hours mostly as a trysting time with their peers!

Funding for the Project itself, after the first year's direct appropriation from the legislature to the college for this purpose, developed a checkered character, but at all times originated, directly or indirectly, with the

Alaska State Department of Education and the University of Alaska. Funding for the second and third years came partly out of the continuing appropriation to the college, plus two grants: one from the Alaska Commission on Postsecondary Education, the other from Alaska State Library. The fourth and final year's funding comes from the college and supplemental grant for a project evaluation for the first half of the college year, then probably from grants exclusively for part of the second half. The Project fortunately began at a time when ample state funds and a local state legislature with much seniority were available. It will end at a time of a reordering of the college's priorities, which do not include any further village library development or support of any kind, and a downturn in state revenues, brought on by a slump in the world oil market.

The annual meeting of library aides (which may continue--the next one is scheduled for February, 1984--because expenses of each aide can be paid through each village library's own library assistance grant) takes place in a different host village each year, to take advantage of the strong cultural reinforcement and sense of community so prevalent throughout the region. The village setting also offers an opportunity for outside guest instructors to experience the cultural and environmental conditions that predominate. For the current Project Coordinator, working with village people and the aides has been as much a learning experience as it has been one of instructing others. One recommendation recently made is to create an Advisory Council for the Project, to ensure that the villagers control policy formulation for future library development in the Yukon-Kuskoswim delta.

It is certainly a difficult and delicate task to insert a foreign cultural institution into any community, and then to ask them to operate it

alone. In the long run, however, it is the only way it may be accepted and integrated into community life and activities. In the past, the traditional Yupik 'library' has been the oral tradition maintained by elders. In the Village Library Project we have looked for ways to benefit and grow because of this oral tradition, to eventually bring the village library effort into concert with it. Through the children, who know libraries through their schools, this can be achieved in time. Library programs with high topical and local interest have been encouraged, oral history techniques and archival controls have been introduced, and local imprints and audio-visual productions by and about the Yupik Eskimo people have been sought.

As the Project continued these four years, a growing concern has been to have a thorough outside evaluation. This fall (1983) a major evaluation effort will be undertaken, of all aspects of the Project. Records of circulation (and visitors) in the individual libraries are being kept regularly now by everyone, so these measurements of library use can be considered as well. Of equal concern is how a village's governing leaders judge the library, and efforts are constantly being made to solicit and learn from their appraisal. The formal evaluation will include on-site visits over the course of a week to most of the sixteen villages, especially those reflecting special difficulty and special progress. The evaluation team will probably be comprised of two professional librarians, a man and a woman, knowledgeable and experienced in the delivery of library services to Native/bush areas. This reason for specifying a man and a woman is to give a balance and authority to the team that will make their work more effective, recognizing the acceptable roles of men and women in the traditional culture, so strong in the delta villages. For each village visited, the traditional mayor will be formally invited to escort

the evaluation team. The village administrator will also be asked to participate. It is important when visiting a village in any formal or representative capacity to identify oneself and the purpose of the visit, and to demonstrate friendliness and mutual respect by meeting with local leaders.

There is much to know and respect of the Yupik Eskimo life and culture, in this period of accelerating cultural and economic changes. All the funding in the world cannot buy a rational and humane progress in cross-cultural development if the ancient tradition and the integrity of local authority and customs are ignored. Perhaps, long after the "Village Library Project" is gone, the village libraries throughout the Yukon-Kuskokwim delta will not only support orderly and responsible regional development, but will also help preserve a healthy balance between modern and traditional ways.

NOTE: The author invites comment, which, along with results of the formal evaluation and other review, may be included in a postscript next spring.

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FOOTNOTES

[1]From Unesco Bulletin for Libraries, 26:1, P. 2-7, "Functions and Organization of a Rural Library System", by F. A. Sharr, State Librarian of Western Australia.

[2]Identical with the Calista Native Corporation area

[3]Figure provided by Association of Village Council Presidents

[4]Hereinafter referred to as A.B.E.



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| _____ | Vol. I No. 4 | Fall 1980 | |
| _____ | Vol. II No. 1 | 1982 | |
| _____ | Vol. II No. 2 | 1982 | |

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vol. IV no. I 1984

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RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, Clarion University of Pennsylvania, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts should be addressed to Ms. Rebekah Sheller, Editor; correspondence relating to subscriptions should be directed to Subscription Manager.

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Subscription rates are $3.00 per issue; please make checks payable to Clarion University Foundation.

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PREFACE

This issue of Rural Libraries reports the proceedings of a workshop, "Trends in Humanities Programs: Present and Future," which was sponsored by the Center for the Study of Rural Librarianship on November 18, 1983. The workshop offered program planning advice for rural librarians. The National Endowment for the Humanities funded this workshop as part of a two-year grant. Publishing these proceedings has allowed the Center to achieve one of its long-range goals: the dissemination of information designed to assist rural librarians who are engaged in planning and conducting public programs that explore issues related to the humanities.

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# THE CHANGES IN RURAL AMERICA

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Libraries are special places and when they are in rural areas they are even more special. Both of us, although raised in very different rural areas--one about 35 miles directly west of Clarion, Pennsylvania, and the other in Northern Ontario, Canada--have a warm appreciation for rural library services. Despite the remoteness of both of these geographic areas, there was always a library and a librarian to enrich our lives. We like what you are doing at conferences like this to make these services better. Furthermore, we know that your interest, creativity, and dedication in providing library services to rural residents go far beyond such conferences. Dr. Vavrek enumerated three challenges at the first conference sponsored by Clarion University of Pennsylvania. He stated:

> First, we can build on the momentum of interest in rural librarianship through workshops, conferences, and institutes...Second, we can perform the research necessary to illustrate the similarities and the differences of rural librarianship with other aspects of library service. Third, we can signal... those...given a responsibility to represent American librarianship that the needs of those served by the small and medium sized libraries have been neglected and must be made a part of a new creative consciousness to benefit all Americans (Vavrek, 91).



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We commend your efforts in all of these areas as we believe that access to adequate library services is crucial if rural residents are to achieve and maintain a high quality of life.

In an attempt to insure that you realize your objectives, we intend to discuss selected changes in the rural countryside which help to explain the current rural phenomenon. First, we must define "rural" which is not an easy task. We use it in a general sense to mean the countryside, the village, and the small American town. These geographic areas are inhabited by people who have different values and a stronger commitment to the institutions and lifeways of the American past than do their urban counterparts. The adjective "rural" also implies deficiencies in the availability and quality of public services, increased costs and time involved in accessing these services, and difficulties in attempting to adapt urban programs to rural needs (Copp; USDA Yearbook 1970, 147).

Schmidt (1982) made the following observations on rural life:

> There are few (if any) generalizations concerning life in rural America which can be made with absolute certainty. This is not because we know so little about rural conditions...but rather, because rural areas...differ so greatly one from another...Diversity exists in geography, demography, culture, and ethnicity. It exists in the variety of political forms and it exists in the diversity of the rural economy...It represents (at the same time) a great resource in our work with those who inhabit our countryside (11).

In summation, rural areas are the backbone of America in that they are the sources of all raw materials that are essential to our high quality of life (Dillman and Hobbs, 1982). It is the

rural people, the growers and extractors of these raw materials, who represent the focus of the remainder of our discussion.

Having considered several definitional and value items as a prelude to the thesis of this address, we can now move to a discussion of selected trends in rural America and their implications for rural librarians. These trends include: the population turnaround, economic changes, improvement in housing, decreased poverty levels, increased formal educational attainment, changes in the structure of rural families, increases in rural crime, changes in local government finance and expenditures, and improvement in health care and transportation.

Population Turnaround

A significant development occurred in the pattern of population growth, beginning in the late 1960s and becoming measurable in about 1972. For the first time in more than 160 years, the population growth rate was higher in rural areas than in urban areas, despite a decline in the national birth rate (Beale, 1981). In the 1960s, rural and small town growth was 4.4 percent. Between 1970 and 1980, this growth rate had climbed to 15.4 percent (USDA, Office of Rural Development, 1983:1).

In the decade of the 1960s, the number of persons living in nonmetropolitan counties declined by 2.8 million. By contrast, in the decade of the 1970s, the number of people in nonmetropolitan counties increased by 8.4 million. This growth in the 1970s, however, was not uniform across the U.S.A. Four factors seem to have influenced this unevenness. These factors include the



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growth of the extractive industries, the expansion of resort industries, the relocation of persons of retirement age, and the growth of four year plus colleges (USDA, Office of Rural Development, 1983:2).

In the Northeast Region of the U.S.A., the nonmetropolitan population increased by 12.4 percent. Similarly, a 7.8 percent increase was registered in the North Central Region. A 17.1 percent increase was noted in the Southern Region, and a 31.8 percent increase in nonmetropolitan growth was recorded in the Western Region (USDA, Office of Rural Development, 1983:2).

Uneveness of growth is just one factor which should be recognized by persons who provide services to rural areas. Another significant factor is the nature and structure of this population. Today, one in every four Americans (or 57 million people) lives in nonmetropolitan areas (USDA, Office of Rural Development, 1983:5). Twenty-eight percent of the American population 18 years of age and under lives in rural areas (Stern, 1980), as does one-third (11 million) of the nation's total elderly (Harbert and Wilkinson, 1979). Approximately 27 million women aged 16 years and over live in nonmetropolitan areas (Bescher-Donnelly and Smith, 1981). Projections suggest these population trends will continue.

These population trends suggest some obvious conclusions. There will be an increasing, but uneven demand for rural library services. Also, services will need to be geared especially to those 18 years of age and under and to those 65 years of age and over. In addition, data need to be gathered on the types of demands such age cohorts



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have placed on these services in the past in order to determine what services will be needed in the future.

Economic Growth

Population growth in nonmetropolitan counties resulted in part from expanding job opportunities.

> Rural employment growth in the 1970s outpaced urban job progress by one-third. While total employment in the United States rose at an annual rate of 2.1 percent in the 1970s, the growth rate in rural America was 2.3 percent ...and 1.9 percent in metropolitan areas (USDA, Office of Rural Development, 1983:5).

This difference was even more pronounced in those rural counties with no town of more than 2,500 persons as they averaged 3.3 percent employment growth (USDA, Office of Rural Development, 1983).

The American farmer now produces enough harvest for 75 persons--twice the output produced in the 1940s with one-third the workers. It is generally acknowledged that this drastic increase is due to the adoption of high technology. The term "agri-business" is often used to describe the status of most American farms (USDA, Office of Rural Development, 1983).

The farm work force seems to have stabilized at nearly six million. In addition, the rural economy has diversified and is no longer dominated by agriculture. Still, self-employment is nearly twice as common in rural as in urban America. Several reasons for this diversity become apparent. They include the following: a tax system that encourages industrial growth, abundant land at moderate prices, access to national transportation systems, and a trainable labor force. Thus, the rural economy more closely

resembles and is affected by national economic cycles (USDA, Office of Rural Development, 1983:5). This trend is expected to continue.

Traditionally, the industries based in rural areas have been those that offer lower pay. This situation may change now that more high tech industry is becoming nonmetropolitan based.

Women in America have been perceived as occupying positions that are peripheral or supportive in relation to those occupied by men, and they have not figured into the GNP (Brown, 1982). These perceptions are no longer accurate. Between 1970 and 1980, the number of nonmetropolitan women 16 years of age and over who participated in the labor force increased by 4.5 million persons or 53 percent. By 1980, 48 percent of all nonmetropolitan women were in the labor force. This increase came about as a result of the following factors: (1) more jobs were made available to women in nonmetropolitan industries and associated ancillary services, (2) a more liberal sex role ideology developed, (3) variations in family size and structure occurred, (4) families experienced increased need for another income, and (5) other changes in family roles and responsibilities occurred. Certainly, by any measure, women are contributing significantly to the economic growth in nonmetropolitan areas (Bescher-Donnelly and Smith, 1981).

These changes in the economy have implications for rural library service. Librarians will experience increased demand for information on high tech occupations, career change, computers, time management, dual wage earners, and ways to cope with family change.

Social Progress Indicators

Although educational attainment has increased, rural students (especially minority group members) are likely to enroll in school later, progress through school more slowly, complete fewer school years, and score lower on national tests than students who attend urban schools. The percentage of high school graduates among the rural population grew from 45.9 in 1970 to 62.8 in 1980, but rural education statistics are not encouraging. In fact, several aspects of rural education present problems. These disturbing aspects include the following: (1) about half the rural population age 25 and older had completed high school in 1975 (compared to about two-thirds of their urban counterparts), (2) about a quarter of rural blacks and Hispanics in the same age group had completed high school, (3) functional illiteracy remained high among rural minorities as 30 percent of rural black males and 19 percent of rural black females had completed less than five years of formal education in 1975, and (4) regardless of race, the college enrollment rates of rural students were lower than those of their urban counterparts (USDA, 1978:6). The need for supplements to rural education is great. Rural libraries can help fill this need. Ironically, perhaps tragically, federal funding for rural libraries was cut from the budget in fiscal years '83 and '84. Lobbying for restoration of these funds is crucial. These data should support your argument for the restoration of these funds.

Housing conditions in rural areas have improved markedly. However, by almost any measure of adequacy, housing continues

to be poorer in rural than in urban areas. A higher percentage of rural than urban residents are likely to live in homes that lack complete plumbing and/or are crowded, lack a complete kitchen, and have a lower market value. These problems affect blacks, Indians, migrant workers, the elderly, and single persons living in rural areas more than they do the general rural population. Several reasons for these problems can be given. These include: (1) limited access to credit, (2) limited income, (3) job instability, and (4) prejudice (USDA, 1978:6-7).

Rural poverty levels (as set by the U.S. Department of Welfare) have fallen 19 percent over the past 20 years. From 1969 to 1979, poverty levels dropped from 17.9 to 13.7 percent. This trend is positively reflected in increased median rural family incomes. Still, income is lower in rural areas for every major racial/ethnic group. Moreover, rural poverty is not evenly distributed across the regions of the U.S. Areas of chronic and persistent poverty are concentrated in the South where nearly two-thirds of the nation's poor reside (USDA, Office of Rural Development, 1983).

Significant differences exist between rural and urban poor. Urban poor families most often are headed by females, unemployed workers, or by persons not in the labor force. Conversely, more rural poor families are heavily involved in the labor force. Forty percent of these families are headed by full-time workers and almost half have two or more wage earners. Thus, poverty levels in rural areas are not associated with labor force participation, but rather with the types of jobs that have traditionally

been available in rural labor markets. Recent diversification is beginning to reverse this trend somewhat (USDA, 1978:5-6).

What can rural libraries do to assist the rural poor? Rural libraries can provide information to those who work with low-income persons or families in the following areas: careers, money management, wise use of credit, and budgeting.

Family structure in rural society has undergone significant changes. Shifts from family owned to corporate owned farms have resulted in loss of family identity and cohesion, as well as unemployment, economic problems, and increasing industrialization. The outward migration of the young has fragmented family ties and inward migration of nonrural people has caused conflicts in values and changes in social institutions (Coward and Smith, 1981, Dillman and Hobbs, 1982).

The lifestyles of rural women are changing, as are the lifestyles of women in other sectors of American society. Rural women are still more likely to be married, have more children, live in large families and marry earlier than urban women. But they are beginning to enter the workforce in higher numbers (Haney, 1982, Bescher-Donnelly and Smith, 1981). Although they still value their traditional maternal role, fertility control and an awareness of the feminist movement has helped rural women become more independent and willing to exert influence in family and community affairs (Flora and Johnson, 1978).

Rural families are more likely to be headed by married couples than are urban families. Family stability is greater in that

fewer divorces occur (although the rate is rising) (Smith and Coward, 1981). Rural society is not tolerant of divorce (Larson, 1978); therefore, when divorces do occur, divorcees and children of divorced parents encounter more social disapproval.

The American family is experiencing a decline in kinship ties. Family members are moving to other geographical areas (Lee, 1980) and family life is evolving nontraditional forms with friendships and stepfamilies replacing kin networks (Macklin, 1980). Lee and Cassity (1981) have found that these factors (migration and spatial separation from kin) are also issues in rural areas. Thus, we can conclude that familial support systems are diminishing in rural as well as in urban areas. No data are available, however, on how rural people are handling this issue--especially the elderly and widowed. We do know that there are fewer human services available in rural areas to cope with this phenomenon.

Finally, a significant change has occurred in attitudes toward premarital sex. Clayton and Bokemeier (1980) state that premarital sex has increased the incidents of childbearing among teenage girls. This is the age group least likely to use contraception and most likely to have childbirth complications and bear unhealthy babies. Rural parents are more intolerant of premarital sex and are less likely than urban parents to make birth control or abortion information available (Larson, 1978). This presents significant problems for rural youth who may hold more liberal values than their parents do.

The above issues demonstrate the need in rural areas for increased

institutional support systems and inexpensive human services programs such as family education, sex education, and contraceptive education. There is also a need for mental health services, programs to re-educate women and the unemployed for better jobs, and day care centers for children whose mothers are employed. Hopefully, the 1980s will be a decade of change which will see an increase in these services. Rural libraries could help supply information in these areas.

Rural crime is on the increase in categories such as larceny, theft, misdemeanor and selected violent crimes (Rotfeld, 1983). Several factors have contributed to this rise: (1) a changing community structure that is less inhibiting; (2) the fact that children and property are less closely supervised in families where both parents work, (3) small widely spread housing developments; (4) a growing number of part-time farmers who are absent much of the day; (5) improved highways that permit a criminal to escape before his crime is discovered; (6) the tendency of many rural residents to leave doors, windows, and field equipment unlocked; (7)understaffed local police forces; and (8) a continued, but unrealistic sense of safety in rural areas (Rotfeld, 1983).

One nationwide trend that needs more research is the significant percentage increase in crimes such as shoplifting among those rural residents 65 years of age and older (Rotfeld, 1983). Materials such as those available from the National Center for Rural Crime, Columbus, Ohio, could be highlighted in rural library displays to help "take a bite out of rural crime."

Public Services

Local government expenditures (per capita) are usually a rough indicator of the level of community services available in urban/rural areas. In 1972, urban counties averaged one and one-half times higher per capita local government expenditures than did rural counties. This gap continues to widen (USDA, 1980:7).

The cautions set forth earlier about uneveness of growth in rural areas translate into overburdened facilities, understaffed services, and ill-defined growth plans in areas of rapid population growth. The opposite is true for declining rural areas (Butler and Howell, 1980). Furthermore, many local governmental units are restricted by law, by political tradition, and by economic reality (in both rapid growth areas and declining areas) from taxing adequately to furnish needed services. In 1977, 43 percent of the rural governmental expenditures came from State and Federal Aid ($299 per capita) (USDA, 1978:6). Block grants may help loosen the local government revenue/expenditure crunch if local governments avail themselves of these resources. Rural libraries could help provide information to local governments to help them secure such resources. Rural local governmental units that lack a professional grant writer often lose potential resources to those governmental units who have such a staff person.

Health care issues in rural America differ from those of urban America. There is some indication that rural people are less healthy than their urban counterparts (McCoy and Brown, 1978). Few studies, however, have been done on the health status of rural

people. It is known that rural areas have a higher infant mortality rate (16.9 versus 15.0 per 1,000 live births) than urban areas do. Some researchers have suggested that high infant mortality rates are tied to poverty related conditions such as poor housing, inadequate nutrition, insufficient prenatal care, and increased teenage childbearing due to earlier marriages. High rates of both of these phenomena are more prevalent in rural areas (Chilman, 1980).

The fact that quality health care is often inaccessible in rural America presents a problem. Current research shows that rural health care is inferior to urban health care because it is frequently inaccessible and because fewer physicians practice in rural areas (Cordes, 1976).

Transportation in rural areas falls far short in nearly all respects to urban transportation. Inadequate rural transportation--especially for the poor, elderly, handicapped, young, and one-car families--makes gaining access to jobs, health care, social services, shopping, recreation, and cultural opportunities difficult. Coupled with this lack of public transportaion is the high cost of long-distance private transportation.

Among all rural households, 52 percent own only a single vehicle and 15 percent do not own any vehicle. Less than 1 percent of the rural population working outside the home uses or has access to public transportation. Transportation is an even more serious problem for the rural poor and the elderly. Fifty-seven percent of rural poor residents and 45 percent of rural elderly have no

car (USDA, 1980:10-11).

During the period between 1972 and 1980, 1,800 small towns lost intercity bus lines. Regulated air service carriers dropped 200 service points (30 percent of the total) during the period from 1960 to 1980 (USDA, 1980:10-11).

Two-thirds of the nation's major roads, particularly those in rural America, need resurfacing and rebuilding. Many rural bridges have been closed or their use has been severly restricted. Rural roads can not support firetruck and bookmobile traffic (USDA, Office of Rural Development, 1983:10-11).

Conclusion

Most objective measures of socioeconomic conditions show that the quality of life in rural America has improved in recent years. Data on population, income, employment and housing are more positive than previously. However, data on health care and transportation indicate even more rural versus urban lag than previously. Data showing progress in income, employment and housing categories point out the persistence of rural-urban disparity. Pockets of poverty inhabited by minority groups, the elderly, and migrant workers persist, especially in the South. In the past, programs that were tailored for urban problems were applied to rural problems. This situation still exists, and the issue needs attention (USDA, 1980:11).

In addition to the specific implications already stated for those of us who work in rural areas, librarians should note several more that result from the trends mentioned above. Whether one

works in a rural area that is experiencing decline or growth in population, a need for increased interorganizational linkages exists. We would like to suggest that a linkage should be established between the rural library network and the Cooperative Extension Service network. The latter organization has offices in each of the approximately 3,100 counties of the United States. Furthermore, the goals of the two organizations are similar. Both seek to provide educational opportunities for their rural clientele.

There is a need for appropriate and accessible educational services in rural areas. Disadvantaged rural dwellers need these services. Even the least disadvanatged rural dwellers, young married couples with children, experience mobility problems during the workday because the employed spouse drives the car to work. Obviously, the need for flexibility in providing appropriate times, techniques, and places for these educational opportunities demands major consideration.

Materials must be geared to the educational level of our clientele. The disparity in the levels of formal educational attainment between rural and urban residents suggests that educational materials should be adapted. The diverse political, cultural, social, and economic conditions that exist in rural areas indicate a need for conducting case studies, studies that could be monitored to see which programs work, which ones need to be changed, and what generalities can be drawn from individual conditions. Case studies could be set up in various "service communities" that would take into account the diversities and geographical differences mentioned



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above. Rural librarians and Cooperative Extension Service personnel could work together in these endeavors and both apply the findings to program development.

Services should be geared to families in transition, families changing their place of residence or place of employment. in stage of life cycle, place of residence, state and place of employment. Educational displays and materials could spotlight crime reduction programs and health care programs aimed specifically at the needs of rural residents.

In summation, we believe that models for programs and services must be based on rural needs, needs which can be discovered by pursuing rural research. We can no longer apply urban models to rural communities.

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# THE FUTURE OF NEH PROGRAMMING

**Thomas Phelps**
**Program Officer for Libraries**
**National Endowment for the Humanities**
**Washington, D.C.**

I found the proceedings of this conference interesting this morning. Now I can consider rural librarianship from the social scientist's perspective. Hopefully this conference will enable us to determine what implications the humanities hold for the rural environment and identify the factors that distinguish rural areas from urban areas.

I think it is important that we become aware of these differences. The Endowment is aware of differences between programs that are implemented in urban and rural settings. On the other hand, it is important to understand that the humanities are the humanities no matter where they are. And they should be used in the process of discovering who we are.

I looked over the program a number of times before I was able to decide what you wanted me to discuss. The basic issues seemed to be the future of The Endowment and the future of the humanities. I will address these issues, but I feel that it is important for us to understand what the humanities are, what The Endowment is, what we do, and what we look for in libraries.

Let me talk first about the business of humanities programming because that is what most librarians are interested in. In order to do that, I must first talk about the disciplines that comprise the humanities. The humanities incorporate the following disciplines:

language (both modern and classical); linguistics; literature in all of its aspects; history; juris prudence; philosophy; archaeology; comparative religion; ethics; and the history, criticism, and theory of the arts. I often hear the phrase, "If you compose it, play it, or paint it, it's the arts. If you talk about doing these things, it's the humanities." Aspects of the social sciences which are humanistic in nature or use the canons of the humanities are also included. These, then, are not necessarily the applied social sciences. If you learn how to use a scalpel or sew a stitch, that is applied science. If, on the other hand, you talk about the history of medicine from Hippocrates on down, that can be a concern of the humanities. We have a programs at John Hopkins' Hospital that deals with both doctors and patients, in the area of ethics and choice. This issue has received national attention due to a court case now pending regarding the life or death of a sick child. That choice is of the humanities; it is not of medicine.

The second part then is the study and sharing of the humanities that we call programming. I think this is what we are here to discuss today. It is essential that programs offer an interpretation of the humanities. If we merely display objects without making an attempt to interpret them, we do not get an idea of how the humanities influence man. Next I would like to discuss ways in which The National Endowment for the Humanities fulfills its mission. The Endowment has several divisions. I will speak about each one of them because I think it is important for you to know about

them.

The Division of Education is specifically concerned with the creation of curricula. It certainly answers the charges levelled by the report "Nation at Risk," just put out by the Commission on Education. This document tells us something--that we must learn to read and write by first learning to speak. We must then speak with a sense of history, philosophy, and ethics because these are the choices that fall into our hands.

My first connection with The National Endowment for the Humanities came about through a grant made to the College Entrance Examination Board. At the time we were setting up programs in libraries throughout the country that dealt with curricula specifically designed for independent study/guidance projects. We do not think that education happens only in a classroom. The Endowment seeks to promote learning through nontraditional educational methods. Most of the funding from the Department of Education will go to educational institutions because they have experience in designing curricula in the humanities. But much of the funding goes to support non-traditional educational programs such as those presented in libraries. We do not see many grant proposals like this coming to us, but I think that rural libraries would be capable of sponsoring this type of programming.

The next division, that of Fellowships, handles proposals involving independent study/research and teaching. It funds grant requests submitted by both individuals and groups. Libraries have tapped these funding sources, but few of them have been rural

libraries. Programs have been funded at large libraries that have research collections like the Huntington, the Newberry Library, and the Folger-Shakespeare Library. These libraries are storehouses of knowledge, and their collections deserve to be studied. I think we should start small in rural libraries. It is important to note that libraries are probably the institution of most note for The Endowment.

The next division that you should know about is that of Research and Research Collections. This particular division should interest librarians. Although we think of research as an "ivory tower" activity, it is much more than this. In fact, the largest part of research is probably bibliographic in nature. Bibliographies are compiled in libraries. A great deal of attention has been given to networking and cataloging functions that stem from places like The Library of Congress and The Inland Consortium of Research Libraries (which has about 125 members). The NEH constantly supports these kinds of projects so that these bibliographic records will be available to all in the very near future. Rural libraries will have access to these records just as Harvard, Yale, and Columbia do at present. This is an important thing to realize. We are not just busy pumping money into libraries for programs, but also for education, and for research.

The next division, the State Programs Division, fulfills an important role on the national scene. It is the federation of these kinds of monies that allows the states to act independently upon what they discover to be their needs. The State Programs

Division has probably as much money as any of the divisions a the NEH, but they dole it out in smaller amounts because they deal with specific states and want as much activity to go on with that money as possible.

I am affiliated with the next division, the Division of General Programs. I don't want you to forget the Office of Challenge Grants at the NEH. This is a place where librarians can go for operating money, money for bricks and mortar and acquisitions. But these funds have to be specifically designed to fulfill the need of the humanities within libraries. We want these funds to be focused on promoting the humanities, but we will give you money for bricks and mortar so books can be housed.

The Office of Challenge Grants works only on a three-to-one match basis. For every three dollars that you raise from non-federal sources to implement a proposal approved through this office, we give you one dollar. That is very important to some of the larger urban libraries. I think it would be important to you also, but we get very few applications from the smaller rural libraries even though we know that they could raise the three-to-one match. So, we are trying to encourage you to apply for these funds.

The Division of General Programs consists of three entities. The first is the media program. The media program funds discreet projects for television and radio. But this is done with the understanding that the programs will be aired through public broadcast systems. This division does not fund projects designed to produce

media for the classroom. It does not fund the production of slide/tape presentations to be shown in library halls. It is designed specifically for those things that will be produced to go on public broadcast channels. These programs do not have to receive national exposure. There are small public broadcast units which are regional or statewide, as well as the national systems like PBS.

The second subdivision within the Division of General Programs is that of museums. Museums not only house material culture and art, they also interpret these artifacts. The artifacts aren't just displayed, they are interpreted through the use of catalogs, tours, and signs. I might add that libraries formerly received program funding through a separate subdivision of their own. But this category has been merged with the museum subdivision.

The third subdivision within the Division of General Programs is called Special Projects. Special Projects has three offices: The Office of Program Development, The Office of Youth Projects and Younger Scholars, and the Office of Libraries. Libraries apply to us using the same guidelines as those used for Program Development, but their office has a discreet amount of money to be presented through the grant-making activities of the NEH. Special Project funds are used to produce imaginative programs that present all areas of the humanities to the general public. These projects introduce and interpret the humanities to the public at large.

One objective of this conference is to encourage you to explore the possibility of making the ideas stored between the covers

of the books housed in your collections come alive for the general public. The humanities involve the search for connections and relationships in human history. They include the study of ideals, values, and experiences which provide the context for understanding both the past and the present. Both human and material resources are used in studying the humanities. The materials used include books and other texts as well as art and artifacts. The human resources include those professionals whose lives are devoted to the study of the humanities.

Programming in the humanities must deal with humans. The humanities include those branches of learning that deal with the way human beings feel, think, and behave and with what they consider to be important and valuable. The humanities differ from the arts which focus on the product as well as creative skills. The humanities differ from the sciences which concentrate on describing man's environment. The humanities have as their central concern the meaning and the purpose of human life and freedom, the relationship between man and the state and the moral consequences of human action. Those are the themes we want programming to reflect.

I would like to make a point here. A humanities scholar is someone who is involved in teaching or research in some area of the humanities and is usually employed by an academic institution. The terms "humanist" and "humanitarian" should not be confused. We get proposal after proposal that has this as its central problem. Human welfare and service does not represent the humanities. When officials at NEH use the word "humanist" they are speaking

of one who is trained in one area of the humanities, they do not refer to someone who is motivated by the desire to promote the good of mankind.

Now that I have discussed the mission of the various divisions of the NEH, I would like to offer a few remarks about The Endowment in general. The National Endowment for the Humanities was created by Congress in 1965 to support projects of research, education, and public activity in the humanities in recognition of the fact that the study of the humanities can make our country a more civilized nation. The humanities are not necessarily concerned with improving the quality of life; they do not involve changing the government to make conditions better. The humanities do require us to study the past and to assess it thoughtfully in order to form our own conclusions.

Public programs in rural and urban settings alike should work toward accomplishing one or more of the following objectives: fostering an appreciation of cultural works; illuminating historical ideas, figures, and events; or promoting an understanding of the disciplines of the humanities. Grant proposals should focus on one of these three objectives.

When I mentioned that the humanities include the interpretation of cultural works, I was not referring to artifacts. I referred to cultural works such as music and paintings and the illumination of historical ideas, figures, and events. Simply stated, we would call that history. History includes biography. Biography by nature is history. I think it is important to point that out.

The third programming objective seeks to promote an understanding of the disciplines that comprise the humanities. This opens a lot of doors but not, we hope, Pandora's boxes. Programs may focus on any specific discipline.

Programs may involve any or all of the three areas mentioned above. We are not active programmers at The National Endowment for the Humanities. We support those people who are active programmers. I am excited when I receive imaginative proposals dealing with ways to present the humanities to the general public. Libraries hold "pride of place" as an institution of the humanities. They house our books, records, and thoughts. How can these materials be accessed? As librarians, you should be concerned with facilitating access to these materials. Our mission is to encourage reading, discussion, and interpretation of humanistic themes.

I would like to discuss some proposals which have recently been funded that demonstrate successful projects in rural areas. In 1988 a project was funded for the rural libraries of Vermont. This program encouraged citizens to read five books chosen specifically to address a particular theme. This particular project was not modeled on the Chicago Great Books idea. It did not encourage people to read Plato or Dante or Shakespeare. The books chosen were modern novels written by prominent authors, several of whom were from Vermont.

How did this program work? The librarians in these towns remarked to their patrons, "We are going to read these books. Would you like to join us?" The grant bought paperback editions to give

away. This program was losely based on the RIF (Reading Is Fundamental) program. Scholars from nearby academic institutions in both New Hampshire and Vermont, met together and planned ways of presenting this program in a curriculum mode. They went to rural areas to hold discussion groups. These discussion groups were not very successful to begin with. At first only four or five people came to the discussions. After they discovered that the discussions concentrated on literary themes, more people began to attend. Attendance rose to forty or forty-five. In one instance, an entire town of 150 people attended the book discussions at the local library. They asked the librarian to arrange for baby-sitting. The librarian decided that this presented an ideal opportunity for storytelling.

This program was very popular and we have been trying to find out why it was ever since. We have to come to grips with the fact that people do want to read. They want someone to provide direction in these discussion groups, and they want to talk about their own experiences as they relate to what they have read.

The discussions were planned. Specific questions were raised but then the channelled discussions became wide-open. This program was so popular that it was tried again many of the rural towns in Massachusetts and New Hampshire. With that in mind, we have since given $962,000 to the American Library Association to discover if they can do this on a nationwide scale.

So, our support of this program grew from the $22,560 granted for the original proposal to $950,000 to see if this type of

programmming could be implemented on a nationwide scale. This money was granted to support projects in small towns in rural America, not projects for Manhattan, Pittsburgh, or Philadelphia.

Another successful project sponsored in Vermont involved a study of genre literature. Patrons read westerns and learned to distinguish between good books and mediocre books. They learned to judge books by evaluating the strength of the plot. They found that good books did not just deal with tales of white horses and black costumed cowboys, but that they communicated the values of American life. Use your imagination to pull people together. Offer them alternatives to mass market fiction, introduce them to solid books dealing with the humanities, and get them excited about new ideas.

Let me tell you a little about the review process used at The National Endowment for the Humanities because it is different in its approach from any other foundation. A preliminary proposal generally arrives on my desk and that is the first step. We give advice to those who submit these informal queries and to those who submit formal preliminary proposals. The deadlines for these kinds of proposals vary. The program that I represent has two deadlines a year, usually in February and August. It takes a proposal about six months to be processed after that deadline. These deadlines apply to full-blown proposals.

After the formal proposal comes to us, it is reviewed by a panel of peers. These panels usually include humanities scholars but they may also include other resource people like librarians.

Every panel that reviews proposals submitted by libraries includes a librarian. If the proposal involves designing exhibits, a museum representative is included on the panel. If a proposal calls for the production of slide-tape shows or videodiscs, we bring in media people to sit on the reviewing panel (even if the media is not intended for public broadcast).

The scholars who sit on these reviewing panels are selected for various reasons. Some are selected because they have expertise in some aspect of public programming, others are selected because of their expertise in subject areas. Panels generally include literature and history scholars.

After the proposals have been reviewed by the panels, we send them to specific outside reviewers. Again, these outside reviewers include scholars, librarians, museum officials, or media people. We consider the panel's comments and the reviewer's recommendations. Then our staff sifts all of the evidence and tries to draw some conclusion as to whether a proposal should be recommended or not.

Our recommendations go before the National Council on the Humanities, a twenty-six member group appointed by the President. Members serve overlapping terms of six-year duration. They sift through all of our recommendations, read the proposals, meet to discuss them if necessary, and make recommendations to the Chariman. The Council meets four time a year (in November, February, May, and August). After one of these meetings has been held, we let you know whether or not you will receive a grant.

Proposals are submitted to the Chairman, Dr. William Bennett,



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who makes the final signature on the awards. That process takes us about six months. This explains why awards are made six months after the application deadline. The Guidelines state that you may submit proposals "for projects beginning after a certain date." We need that six months from the date of submission to complete this strict review process. No proposal is approved until it has gone through this review process.

I want to direct your attention to the Guidelines. There is an inelligibility section which lists what we don't fund. We do not fund acquisitions except as they relate to the programs that you are planning. This question comes up every day: "Can you give me some money to buy books?" No, I can't. The Guidlelines elaborate on this a little. We do not fund special collections or original cataloging. We try to point that out in the Guidelines. Nor do we fund networking, online services, microphotography, computer access, or preservation. Some conservation is funded by research when necessary, particularly in the larger libraries that have manuscript collections in need of preservation.

Elligible projects are ones that are geared toward encouraging the general public to read, understand and appreciate the best books. Your ideas on how to accomplish this are as valid as mine. It is no accident that some of the most popular projects supported by the NEH, such as reading groups, lectures, exhibits and other kinds of interpretive programs are very successful. Your patrons want to participate in these programs, but often they just don't know how to become involved. Rural libraries should be one of

the primary access points because they represent the only network in America that is constant. They are the only facilities in most small towns that offer this type of cultural activity. They provide more than just everyday information. They provide thought-provoking information and that is important.

According to Chairman William Bennett, in many places books are merely filling space. The ideas they contain are not filling heads. If you can encourage patrons to read these books by engaging in programming, the Endowment will have accomplished its objective.

QUESTION FROM THE AUDIENCE:

Q. I would like to know if support for these projects is limited to American communities or does The National Endowment for the Humanities provide support for projects in communities outside of the United States?

A. The Division of General Programs funds projects only in the continental United States and its territories. However, some research projects may fund international travel. I have a proposal before me now from Simmons Graduate School of Library Science that will involve producing a videodisc on the "Emperor I" digs in China. So, we do support some international travel. But the proposals must originate from the United States or one of its territories. We have done a number of projects in Puerto Rico.

## CURRENT TRENDS IN HUMANITIES PROGRAMMING

Richard Cheski, Librarian
State Library of Ohio
Columbus, Ohio

It is a pleasure to be here to discuss current trends in humanities programming in small, rural libraries. It is encouraging to see what libraries are doing and to see how they have changed over the years.

I have been involved in this process for over thirteen years and I feel that I have had an opportunity to see the growth of understanding between public libraries and the humanities program. I was privileged to be one of five people selected to go to Washington for the purpose of establishing a state-based council in Ohio. The group included the president of a private college, two deans of continuing education, the director of the State Historical Society, and a representative from the State Library.

I would like to review the NEH program with you and share with you some thoughts on how libraries, especially rural libraries, fit into the program. Both the divisions of Education Programs and Fellowships and Seminars exclude public libraries from the posibility of easy participation. The Division of Research Programs can provide libraries with some funding for programs. However, this is the exception rather than the rule.

Two divisions which do provide program funding for smaller public libraries include the Division of Public Programs and the Division of State Programs. Since Tom Phelps has covered the public programs, I would like to concentrate on the state-based

programs.

During the years that I have been involved in humanities programming, I have seen library programs improve from poor to outstanding as both librarians and humanities scholars learned more about one another and how to work together.

In order to trace the development of humanities programs in the library, I would like to examine the historical role of the public library. Through the years, public libraries have been thought of as the peoples' university and they have been in the forefront in helping to develop continuing education programs for adults. Public libraries have provided the leadership for the start of many community programs and discussion groups. Public libraries represented the real strength of the Great Books discussion groups.

Public libraries seemed to be a natural ally when the state programs for the humanities were established to provide support for humanities projects designed to reach the nation's diverse public. The state programs intended to bring together humanities scholars and members of the general public. In our first year of operation, we realized that the two logical institutions to start with (as far as programming was concerned) were the university and the public library.

Humanities scholars were eager to become involved in the program. However, during the first years that state-based programs were funded, the programs had to deal with a public policy issue. This created problems since many libraries were not equipped to

handle programming related to public policy issues. The program planning was cautious and awkward in the beginning since it had to involve both scholars and the general public.

In later years, as the NEH broadened the scope of the programs they funded and sponsored humanities programs that were not based on public policy issues, a larger variety of libraries became involved in humanities programming.

I want to discuss several aspects of program planning including the humanities fields which have been covered, formats which have been employed, and the size of grant awards. In reviewing the total number of grants awarded over a two year period by the State Humanities Councils, I encountered examples that reflect the variety of programs sponsored by small, rural libraries. I will not discuss metropolitan programs at the present time since they are not relevant to our discussion.

The variety of program topics demonstrates that small libraries are in touch with their communities. It is necesary know, especially in smaller communities, what will sell and what will not. At the same time, librarians and humanities scholars need to insure that the programs presented will provide opportunities for the participants to be involved throughout the program.

The State Humanities Councils have formulated a prescribed definition of what is included in the humanities. I would like to describe some programs that have been implemented.

One Alabama library sponsored a project that dealt with the areas of history, philosophy, and literature. A variety of programs

were offered within a ten month period. Humanities scholars addressed such issues as the interdependence of science, technology, and the humanities; and the impact of the humanities on planning for the future. Multi-media programs and radio programs were offered in addition to lectures. The project also utilized taped interviews.

The total project cost was $105,000. Of this total, $26,000 was a grant from the State Humanities Council. The local library contributed $3,500 and also cost-sharing of approximately $75,000 which included the value of the time contributed by all the people involved. Although this appeared to be a large grant, the actual cash portion represented only thirty percent of the cost.

Another library in Alabama presented a literature program on the works of William Faulkner. Numerous activities were scheduled in order to examine Faulkner's life, ideas, humor, and fiction. A play was designed to appeal to an audience with or without scholarly knowledge of the writer. The project also sponsored film programs and newspaper essays.

A third Alabama project covered the fields of archaeology, linguistics, and literature. This project, which focused on language and literature, sought to increase public awareness of the history and heritage of Alabama's Lower Creek Indians. Local archaeology digs were highlighted. This project utilized a conference/seminar/workshop format, along with a slide/tape presentation.

An Arkansas library developed a sociology project designed to provide information on aging as a creative process. The program featured exhibits, lectures, and films. The total cost of this

project was $148. The cash grant to the library was $33 with $115 as in-kind contribution for time and use of facilities. The total impact on the community was greater than the $148 expenditure.

While the fields within the humanities can be individually identified, projects can cover more than one discipline within the field. A library in Idaho sponsored a project that covered the fields of history and literature entitled "The Library, the Humanities, and the Community: Boise Public Library Plans for the Future." In line with the recently published public library mission statement, this project allowed the Boise Public Library to examine its role in the community and to assess the role of the humanities in library programming. This was accomplished by conducting a community survey, by holding a series of community meetings with target groups, and by holding a meeting open to members of the general public. The meetings were planned and conducted by an historian. This project used a research format and a produced a printed document for follow-up workshops.

A library in Idaho presented a Great Books Foundation Training Program. This project extended the range of the Great Books Program by training new discussion leaders from all over the state. The instructor was an historian affiliated with the Great Books Foundation. The training sessions enabled discussion leaders to inaugurate Great Books Programs in their communities.

Another Idaho library sponsored an interdisciplinary project that included the fields of history and archaeology. This project

featured a humanist in residence. The humanist in residence worked primarily with the schools and libraries within the county. He idenitifed primary and secondary county history resource materials and produced a directory which listed them. In addition, he held workshops in libraries to demonstrate how these resources could be used to teach local history.

An Indiana library designed an interdisciplinary project that combined the fields of literature and art. This project was sponsored in conjunction with Children's Book Week. The fourth grade students in Charlestown, Indiana, had the opportunity to talk with a local author of children's books. He discussed literature and the creative writing process. The children wrote short book reviews and printed them on the front flaps of book jackets they designed.

Many of the projects that libraries have developed are interdisciplinary in scope. I would like to emphasize that librarians need to know their ommunities, and know what would be of interest to their patrons.

A small Kansas library implemented a project on history and anthropology. Three films were shown that depicted and interpreted historical aspects of the westering experience. The films were based on anthropological, archaeological, folkloric, and historical sources. After the films were shown, scholars led discussions and related the films to Kansas.

A project in Louisiana entitled "Folk Public Performances in the Saint Tammany Parish Libraries" covered the fields of anthropology, history, and literature. Funds were provided for Saint



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Tammany Parish Libraries to stage three Louisiana folktales using puppetry accompanied by a folk craft exhibition.

The use of local resource people for projects will ensure that a broad range of activities can be offered. A Minnesota library project entitled "Then and Now, Linking the Generations Through Reminiscence" combined archaeology, art, education, and library science. Participants representing difference age groups compared and contrasted their life experiences focusing on customs, and cultural and environmental influences. Weekly meetings focused on reminiscence writing. Music and historical artifacts were used to stimulate recollection and discussion. Booklets containing samples of these reminscences were circulated among libraries and schools in the area.

A North Carolina project, "Haywood County: Its Land and Traditions," used elements from the following fields: comparative religion, crafts and natural history, folklore, music and dance. These elements are recognized as components of the cultural heritage of this mountain region, and they embody many of the communal values which are of interest to humanists. The project sponsored demonstrations of traditional crafts and music and solicited comments from the audience concerning the significance of these cultural forms in the state. The discussions were complemented by scholarly dialogue and oral history interviewing.

A West Virginia library project entitled "Working Places of the Past in the Eastern Panhandle" surveyed historic industrial sites in the eastern panhandle section of the state. This project



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featured exhibits, pamphlets on representative sites, a series of illustrated talks, discussions, and guided tours of key historic industrial sites. Both industrial archaeology and history were covered in this project.

What formats were used in programs that were sponsored by small, rural libraries? You have probably already identified some of the formats that were used just from the project descriptions. One format which is gaining popularity is that of oral history interviewing. A library in Georgia sponsored a history project which examined Grady County's Black community and documented it by collecting, preserving, and organizing photographs. The older citizens in the community were interviewed. The program featured a lecture, a seminar, and a field trip to the Black Archives at Florida A & M University. A variety of formats were employed including a conference workshop, oral history interviews, site interpretation, and a tour.

An Idaho library also sponsored an oral history project. The "Post Falls Historical Project" secured the services of several humanists who worked closely with the library in order to gather oral histories of Post Falls with the aim of enhancing the library's local history collection. The project also produced a self-guiding tour of the town's historical sites, buildings, and trails. The project included exhibit site preparation and tours as well as oral history interviewing.

A New Mexico library sponsored a project that dealt with art history and criticism and archaeology. This project was entitled



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"The Search for Alexander." A panel discussion provided the audience with an understanding of and appreciation for the history and origins of hellenistic life and culture. The discussion also provided insight on the art and archaeology of the period and its impact on our own culture. The archaeologist's slidetalk helped the audience visualize problems encountered during the search for Alexander's tomb. The archaeologist's lecture also compared and contrasted that archaeological dig with digs in New Mexico.

Librarians can by very imaginative. A library director in Ohio found her project format so successful that she used the same program when she moved to a library in Pennsylvania. Her project featured live call-ins and public dialogue. This project, "Meet the Innovators," sponsored lunch hour phone discussions between local citizens and outstanding experts such as Dr. Benjamin Spock, Edwin Newman, Milton Friedman, and Abby Hoffman.

Librarians feel very strongly about the materials that are housed in their libraries. The Vermont libraries provided a packaged series project based upon audience discussion of different topics. This packaged series covered the fields of history and literature.

One successful book discussion series, "Crime and Culture in Detective Fiction," examined British and American samples of this genre from Sir Arthur Conan Doyle's novels to present day works. This packaged project examined social attitudes about crime and the characterization of the detective and his milieu.

There is no one perfect way of doing things. A lot depends

upon the librarian's programming ideas, the resource people available, and the librarian's knowledge of his community.

You may be wondering how much programming costs, how much time is involved in planning, and whether your library can afford to sponsor a program. These programs range in cost from less than $100 to over $100,000. The grants from the State Humani .es Councils are not overwhelming amounts. A lot depends on the amount of time you are willing to put into planning a program.

Some libraries are able to put more into programs than others. The Great Books Foundation Training Program in Idaho had a total cost of $2,500; $1,000 came from the Humanities Council, local contributions totaled $1,200, and $300 represented in-kind contributions.

Some libraries have Friends of the Library groups which assist them in providing local funds and some are able to work with other agencies. The humanist in residence program in Idaho which assisted the schools and public libraries is an example of this. The total cost for the project was $30,000. The grant from the Idaho Council was $14,500 with the libraries and the schools sharing a cost of $7,000 along with $8,000 worth of in-kind contributions.

The Charlestown, Indiana, Children's Book Week Project was implemented at a cost of $800; $400 of this came from a state grant, the other $400 represented local in-kind contributions of time and facilities.

As you can see, it doesn't cost much to put on a good program. Most of the examples I have discussed were sponsored by individual

libraries, libraries that developed their projects locally with assistance from humanities scholars. Other libraries used prepackaged programs. A number of Kansas libraries participated in an American Short Story film series. These projects utilized a packaged program provided by the Kansas Council of the Humanities. The Council provided the films, viewer's guides, publicity materials, evaluation forms, books, and guides for the scholars who led discussions after the films were shown.

In conclusion, librarians can consult offices which develop programs on a statewide basis and implement one of these preplanned programs using local resources and people. Librarians can become active in planning community programs.

Are program planning and grant writing worthwhile activities? Librarians should be concerned with broadening the scope of their library's appeal. They should try to act as catalysts and bring together scholars and members of the public. This is the role of the public library, particularly the small rural library. I urge you to learn more about your State Humanities Councils, to meet with staff, and to find out how you can bring scholars and the citizens in your community together.

## REACTIONS FROM PANEL MEMBERS

Elliot Shelkrot, State Librarian
State Library of Pennsylvania
Harrisburg, PA

I think it will be useful to tell you a bit about the Pennsylvania State Library's involvement in the National Endowment for the Humanities projects and then I will relate some of my own thoughts on this subject.

One of our divisions at the State Library, the Library Services Division, has an enormous collection of publications including a large genealogy collection and a variety of political science resources which are useful for state government. One of our greatest strengths is in the area of newspapers. We recently received a grant from the NEH Research/Resources Program to begin a planning process for the preservation of newspapers throughout the Commonwealth. We were one of fifteen states selected to receive this planning grant. What it means (and it has interesting implications for librarians) is that we are now involved in the process of inventorying and cataloging on OCLC all newspapers published in Pennsylvania since the first one appeared in 1719.

Various attempts have been made to collect this information in the past, but this project entails a comprehensive search for all of the extant newspapers, whether they are housed in historical society buildings, in libraries, or in the attics of private homes. We are trying to locate all of these newspapers in order to microfilm the ones that are deteriorating, and we are setting up priority

lists for this type of preservation activity.

These plans will be submitted to NEH for a subsequent grant, a grant that will require matching funds from the state to cover the expense of the detailed work that is involved. Many of you may have received two communications from us recently. One was an announcement of the grant and an invitation to a conference held on September 30. The second was a request for some brief information about newspapers collections which you are aware of. By identifying these newspapers and making them available to people on microfilm, the history of rural areas (as well as that of urban areas) will be preserved and brought to life as never before. I think this project has implications for humanities programs connected with libraries. Such a project could bring people together in order to discuss the history of a community and the popular culture which once existed and formed the basis of modern Pennsylvania communities.

Our Library Development Division has also been involved in the NEH program in several ways. Approximately three years ago, the State Library received a NEH grant which supported local programming efforts. The objective was to help libraries throughout the state develop new concepts in adult programming. Leandra Fox was in charge of this program which produced some exciting documents. This project focused on the "built environment." Papers were commissioned on a variety of topics including the following: architecture and its influence on everyday living, the preservation of local history, rural and urban values, women

and literature, ethnicity, and aging. These papers, which were distributed to the twenty-five libraries that participated in the project, were used to stimulate thought and generate ideas for local programming. Over fifty programs were held throughout the state utilizing local humanists to investigate these concepts.

Over five thousand people participated in these programs. A planning guide was developed in conjunction with this project. It presents a simple blueprint for planning a humanities program in the library. It suggests how you can get a sense of what is needed in the community. It includes some checklists to follow to insure that your program is successful. We still have some of these planning guides available at the State Library. If you are interested in seeing one, please let me know and I will send you a copy.

The third division in the State Library is the School Library Media area. I don't think that this division has sponsored any humanities projects within the last few years. The recent reorganization of the Department of Education (the unit that the State Library belongs to) has resulted in a very close relationship with the Pennsylvania Public Television Network. I was interested to learn that the production of public television programs is an area that the NEH is interested in. I feel that this is something we should look into now that we have the opportunity to cooperate with the public television network.

You may be wondering why we do humanities programming in libraries. It seems to me that there are three main reasons.

Libraries sponsor humanities programs in order to increase circulation of existing materials, to bring information to people, and to bring people into the library who have never been there before. I think it is important to realize that you need not be concerned about all of these objectives, but you should be concerned about one or more of them. If you don't have space in your library to bring a group of people in for a meeting, don't worry about it. You can use the church hall down the street. Bringing people in to the library does not have to be your goal.

However, the number of people you involve in your programs is extremely important. Tom Phelps mentioned that one of our goals is to bring humanistic ideas to the general public. When presenting humanities programs, we need to do everything we can to reach as broad a cross-section of people as possible. Some ideas will only appeal to a narrow audience. A friend of mine once said that he hated it when libraries sponsored programs on Lower Bessarabian art. How many people are going to be interested in a program on Lower Bessarabian art?

We can use humanities programs to reach that large group of people in our communities that we have been unable to reach by offering traditional library service. Librarians should seek to serve a larger group of people. They need to realize the difference that exists between a specialized candy store and a supermarket. Libraries should be the supermarkets, the Kroger's, the Giant Eagles, and try to serve a large clientele. That is the key to success. That is the way we can best utilize humanities programing

in libraries.



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## REACTIONS FROM PANEL MEMBERS

Robert Case, Librarian
Lancaster City and County Librarian
Lancaster, PA

I will offer my point of view as a library administrator. As I listened to the presentations this morning, I thought of the contrasts that exist between urban and rural lifestyles. The Commissioners of Lancaster County hold the view that they don't have to provide sewers, daily paper services, and other amenities for people who chose to live in rural areas. Yet, it is the rural areas with their isolation and poverty that make Lancaster County elligible for federal programs.

I went through several areas coming here this morning. First I passed through a whole county which is presently under quarantine, as some five counties are, with avian flu. What impact does that have on the people and the economy of that rural area? What can librarians do in a situation like this? A humanities program could explore this process of history in the making. When you bring three-hundred experts from all over the country into a county to handle a situation like this, there has to be some impact on sociology, on economics, on the people who live there.

After leaving the avian flu area, I went by Three Mile Island. This was once thought of as the Brigadoon of Lancaster County. The incident at Three Mile Island has made an impact on all of us no matter where we live. When I see bumper stickers that read "Nuclear energy is the only way to go" I wonder whether a nuclear

research scientist is driving the car or whether someone who lives downwind of Three Mile Island is driving.

As I drove through Lancaster County, I thought of the three thousand Vietnamese, Cambodians, and Laotians who have moved there in the past five years. They are attempting to assimilate into a plain community culture, but we are doing nothing to record their influence on our lives. The Mong Laotians who have settled in Lancaster County are some of the most talented seamstresses in the world.

After leaving the Three Mile Island area, I drove through Harrisburg. Harrisburg is experiencing problems right now. The downtown area is having problems that hinder urban development. Coming up the Susquehanna River, I was reminded that Maryland is cooperating with the federal government on a project designed to clear up the Chesapeake Bay watershed. How does this project affect the people who live in the Chesapeake Bay area?

Next I passed through some rural areas that had been strip mined. I stopped at a truck stop. I don't often think about truckers, but when I stopped at the truck stop I realized that truckers live in a unique cultural environment. They drive back and forth across this country doing their jobs. They have homes and families, and are always in transit. This lifestyle resulted from the development of freeways. How isolated the people who live in this part of the state must have been before Interstate 80 went through. The federal highway system has had a significant impact on the economy of rural America and the lifestyle of rural

Americans.

I want to speak about the humanities from the perspective of a library administrator. The Lancaster City and County Library employs a staff of 55, and we serve approximately 400,000 people. Many demands are placed upon my time. I am responsible for keeping the door open, for keeping the staff there, for keeping the books, and for meeting a budget and a payroll. In addition to this, I am expected to provide programming. I feel frustrated because I don't have enough time to do all that is expected of me, so I can appreciate the problems you may encounter in trying to write grant proposals when you have a limited number of staff members.

You don't need to worry about $100,000 grants. In your case it might be best to start with small proposals, gain confidence, and then move on to larger projects. There are ten participants here from Clarion University alone. I hope that these ten people will get together and discuss the issues that have been raised during this conference. Here is a core of people who have already been indoctrinated with the idea that humanities programming has great potential. In addition to that, you have good working relationships with people from Curwensville, and Foxburg, and Summerville (places I had never heard of), and this group could use this conference as a stepping-stone to develop some humanities programming.

Ms. Preston indicated this morning that a rural library is one of the central cultural elements in rural society. If the library does not offer humanities programming, who will? I

want to offer the following suggestions. First of all, you must identify the people to work with. As Tom Phelps pointed out, every other exit on the freeway advertised a college or an academic institution. The colleges, universities, and seminaries that are located in rural areas employ scholars who are experts in their subject fields. You should talk with them, stretch your mind, and get started on some programming ideas.

I noticed that the "Guidelines for the State Humanities Program" were missing from the program packet today. Since you are rural librarians, you will probably not apply to Tom Phelps for help because he handles proposals from larger libraries. I encourage you to contact your State Humanities Council first.

During the period from 1980-1982, the Pennsylvania Humanities Council funded grants in Pittsburgh, Philadelphia and in other major cities. Only eight of the grants that were issued went to libraries. I urge you to get a copy of the Guidelines and investigate the possibility of writing a grant proposal.

Assess your community's needs, but don't bite off more than you can chew. You can start small and grow from there. Your first idea may be a stepping-stone to something bigger. Don't assume that you should try for the $10,000 grants.

Don't get discouraged, and don't be nervous about the deadlines that Tom Phelps talked about this morning. If you have submitted any type of report to your county government or the State Library, you have experienced the pressure of working to meet a deadline. If you missed the deadline for this year, don't despair. Another

deadline is coming up in the fall, and you can use the extra time to polish your proposal.

Take one step at a time. Get in touch with local resource people, and then get in touch with your state committee people. I can't emphasize enough how valuable the staff of the State Humanities Councils can be in helping you to shape your ideas, and to refine your objectives. They will give you the same kind of advice that Tom Phelps and his staff give to larger proposals.

You don't always need to create original programs. Sometimes plagiarism is quicker and cheaper. Some of the programs that have already been implemented offer excellent ideas that you can adapt and modify. The Vermont reading program that was discussed this morning was successful in New Hampshire and Massachusetts, and a variation of it might work for you.

Remember that in-kind contributions of time and talent are very, very important. They can add up to a big plus when you are trying to receive matching funds. Many of you have never had experience in writing grant proposals. But these proposals don't need to be as grand as you might think. If you are working with a local humanist, and he has the support of his academic institution, I see no reason why the development office of his college or university would not help you write your proposal. These people are familiar with grant writing, and institutions are looking for ways to use their staff to connect the academic community and the environment in which that community exists.

Many rural areas have county extension agents, craftsmen, historical

society members, and sociologists who are just waiting for someone to come to them with an idea that will start the ball rolling. By working together, we can accomplish some very exciting things in our communities.

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## REACTIONS FROM PANEL MEMBERS

Jane Grey
Former Director of Library Development
State Library of Iowa
Des Moines, Iowa

I want to tell you what my reactions were to this morning's program as a library user, and as the former Head of Library Development at the State Library of Iowa. Iowa is a rural state. It does not have as large a population as Pennsylvania does, but it certainly has as many libraries. Iowa has approximately 512 libraries, and 85 percent of these libraries are located in towns with less than 5,000 people. Many Iowa librarians feel isolated, but this problem also exists in urban areas.

I had the distinct pleasure of writing a grant that was funded by the State Council in Iowa for the Des Moines Public Library. The title of this project was "Confluence of People and Resources." Des Moines is a river town. The grant produced an historical walking tour of the town. This was taped so that individuals could carry a cassette recorder and take the tour independently. Large groups have also taken the tour. This project was very successful. It introduced newcomers to Des Moines to the city's history and its historical buildings. It provided a sense of place and explained how Des Moines grew.

I was struck by what Tom Phelps said about the humanities and how they involved the search for connections. I think we should consider the connections that exist between people. We need to celebrate the differences that exist in our country because they are what makes America great. As we celebrate our differences,

we can learn to appreciate our similarities. The two things result in expanding our tolerance and that is very important, because expanding our tolerance improves the quality of our lives. I think that may be a basic need for all of us--that desire to help in creating a caring community.

I think that the library represents a perfect marketing vehicle for sharing some non-competitive aspects of our lives. Many of us face a very strong competitive situation in our place of work. We need to have someplace where we can compare our differences and similarities in a non-competitive way. Perhaps the library should sponsor programs which would allow us to do this. Every community is unique in some way and every library's collection is unique.

I remember from my days at the State Library that in-kind contributions are a difficult concept to understand. We should think of it as bartering. We barter time and abilities. If we think of in-kind contributions as a type of bartering, then it is far easier to understand how this fits into a large grant.



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EXTENSION OF REMARKS

Robert Case

Mr. Shalom Staub, Director of State Folklife Programs, spoke at the Pennsylvania Library Association meeting a few weeks ago. He had some interesting things to relate regarding the activities of the Pennsylvania Folklife group and he explained that the group is surveying the state to identify the cultural distribution of folklore and folklife material.

He recently compiled three directories which should be made available to those who apply for humanities grants. One directory lists resource people who have expertise in some area of folklife studies, or who can lecture on Pennsylvania folklore. He has also compiled a directory of Pennsylvania folk festivals. Librarians should be aware of folk festivals such as the annual one that is held at Three Rivers Stadium in Pittsburgh. Many of the resource people listed in these directories are willing to come to your area and speak on folklife. They can help you generate ideas for local folklife programs. Folklore scholars represent a valuable resource for those who want to formulate programs dealing with Pennsylvania's folklore.

Jane Grey

How can rural libraries plan humanities programs when they are understaffed? Sometimes we think that the staff itself has to plan programs, but community members should do it. The librarian may be the motivating factor, but a project won't be successful

unless the librarian can get the community involved in the planning process. You should start small with a group of two or three people and hold a brainstorming session. Identifying resource people in the community is a significant part of the planning process. It takes detective work on the part of the librarian to find out what talents people have to offer.

I want to say a few words about the grant writing itself. There are many printed guides available from both the state councils and the NEH. Don't be afraid to write a grant. The reviewers who read grants don't want you to sing the "Stars and Stripes Forever." They are perfectly satisfied with one verse and a chorus. The don't want to read pages and pages, they want to see evidence that you have developed a thoughtful proposal and plans that will make the project work. They want to know how much your project will cost, whether the money is being budgeted effectively, and whether the grant will sponsor something tangible. They want to know what your objectives are. This is the basic way in which these grants are reviewed.

I also want to remind you that the public library is the institution that has the greatest impact on most people once they get out of school. Very often the small community's library offers the only window to the larger outside world.

Elliot Shelkrot

As Bob Case was talking I was reminded of another project that is being sponsored by the Pennsylvania Council on the Arts. The

Pennsylvania Writer's Council has begun a program that will involve libraries in collecting special materials written by Pennsylvania authors. It seems to me that this is a fascinating area, one that might be explored through a minigrant funded by the Pennsylvania Council on the Humanities.

This program will feature lectures on the works of Pennsylvania authors. These lectures will be presented by speakers from local colleges and universities. The Writer's Council is working on some catchy publicity campaigns such as "Take a writer to lunch," "Take a writer to the Beach," and "Take a Pennsylvania author to bed."

We do not do enough to take advantage of the local talent that exists in our communities. This sample program from the Council on the Arts could be tied in with the minigrants that are available from the Pennsylvania Council on the Humanities.

Thomas Phelps

I want to tell you that The National Endowment's Annual Report shows that grant monies are going to Philadelphia and to Pittsburgh for the most part. This is not necessarily the Humanities Council's fault. As a grant-making officer myself, I realize that grants can only be given to those who apply for them. It is my concern, at the national level, that rural areas become served. But if rural libraries don't apply, we can't show in our annual report that we gave rural areas any money. Perhaps the best way to serve rural areas is to hold workshops such as this one. I want to

encourage you in small groups, and individually, to apply to these state councils. I think we can do more than just offer encouragement. I want to emphasize the fact that staff members at both the national and state levels will help you write a grant proposal if you come forward with a basic idea.

If you are the slightest bit interested in writing a grant proposal, do come forward. Let your imagination run wild. I am sure you can come up with some ideas. The councils have resource people who will come to your town in order to help you put a project together.

We are currently working on some workshops that are being planned with the cooperation of the American Library Association. This project will serve both the PLA and ACRL. Six regional workshops will be held within the next year and a half. These workshops will combine the resources of the state humanities councils and those of the National Endowment for the Humanities and will take the form of two and three day sessions on the subject of grant-making. These workshops will be advertised. In order to participate in these workshops it will be neccesary to enlist the support of a community college or other academic institution so that they will send a representative humanist and an academic librarian to accompany the public librarian.

You can adapt this idea on a regional basis. These three day workshops will be intense, but I think they will help you learn how to administer a grant, how to write a proposal, and will help you formulate ideas for humanities programming.

Richard Cheski

Let me tell you what we have done in Ohio to get more rural areas involved in grant projects. Let's say that you have an idea, but you are not sure if it relates to the humanities. We encourage you to call your state humanities council and talk with staff members. They can help you polish your proposal. The main problem that most grant-writers face is trying to locate humanities scholars to work with.

Many of the councils offer minigrants. These are great grants because all of the paperwork can be done on just one page. Contact your state humanities council; they can give you the address of a humanities scholar in your area who has some experience in writing grant proposals. These $200 grants are very small. They are intended to provide a little incentive for the humanities scholar who can not afford to donate his time and energy to your project. The humanities scholar meets with the librarian and members of the community to assist in developing a grant proposal. I know that the state humanities councils give these minigrants, and I think they also give technical assistance grants. You don't have to worry about writing the grant proposal, you can get help every step of the way.

We helped a library design a program that examined the historical background of the local Mennonite community. The program investigated how the Mennonites had affected the government and growth of the community. We identified several humanities professors at Bluffton

College (a Mennonite college) who were familiar with the cultural background of the Mennonite people. This program was very effective in spite of the fact that it was not funded by a large grant.

QUESTION FROM THE AUDIENCE

I am from Clearfield County. I drive a bookmobile and cover an area that has a population of 74,000 people. A lot of the children who come to the bookmobile come from families with parents who do not read. My question is, "How do you get these parents involved in reading?" These are people who are poor readers, but they need the information that reading can supply them with.

In my area many people have GED diplomas. It does not necessarily follow that they are in a position to derive enjoyment from reading. What kind of program would appeal to these people and get them involved in reading? I thought the Great Books Program that was discussed this morning sounded interesting, but how can we get poor readers to become involved in these programs?

RESPONSE FROM ROBERT CASE

Your concern is probably shared by others. I can understand your frustration. You probably spend forty hours per week on the road in the bookmobile and have little time to plan programs.

Unfortunately, many parents do not take the time to read with their children in order to reinforce the readings skills they learn in school. This situation is not merely a rural phenomenon. Within your jurisdiction you have reading consultants, intermediate

units, and other reading experts available who can be consulted. I believe you may have a literacy volunteer program and you have the GED program. I suggest that you get in touch with four or five people and discuss the problem. A number of reading programs are being tested and implemented right now. The Virginia Matthews Community Reading Program that is currently being used at Stanford could yield some interesting tips.

How can we relate these reading programs to the humanities? How can we use the humanities to resolve this problem? Talk to your state humanities council. See if anyone has developed a program along these lines. Find other people who share your concern. Together you can develop some kind of strategy. Don't think that you must write the proposal alone, implement the project alone, and do the programming. There are others who can help you with this.

RESPONSE FROM ELLIOT SHELKROT

This may sound heretical coming from a librarian, but I think the approach in that kind of situation should be to abandon reading for the time being. One rural library in Pennsylvania that tried to sponsor programs found that every time they planned something, they ran into competition with a tractor-pull. They decided to have a series of programs on tractor pulls! They examined what makes people so interested in the idea of challenging tractors.

I thought this was an interesting idea for a small humanities grant proposal. This program attracted people to the library

who had never been there before. This represented a back-door approach to library programming, but libraries exist to disseminate information, and tractor pulls are part of the culture of many rural communities. If some people were encouraged to read about tractors, then the program was successful. I am suggesting that perhaps we should take the back-door approach to promoting the humanities.

RESPONSE BY ROBERT CASE

I may be way off base, but I wonder if some local industries could work together to encourage reading? The manager of a local industry could indicate to his employees that reading can contribute to their success on the job. He could stress the fact that we must read if we want a business to grow and make a profit. The bonuses and salary increments could depend upon employees inproving their reading skills over a period of time. People who wanted to keep their jobs and earn more money would be motivated to read. I'm not certain how such a project could be related to the humanities, but there are others who could help you in this respect.

QUESTION RAISED BY DR. VAVREK

I have a question I would like to ask the audience and the speakers. This will change the direction of our discussion a bit. How would you react to some people who claim that the public library has emphasized adult services too much and that this emphasis on adult services needs to be changed?

RESPONSE BY ROBERT CASE

I do not believe that public libraries have emphasized adult services too much. The adults who attend programs at the Lancaster County Library represent less than two percent of the total population of the area. I don't think the people who say that adult programs receive too much emphasis are speaking for the 300,000 people in my area who haven't even come to the library.

There is strong support for children's programming, and we can do exciting things for children, but to drop programming for anyone over the age of 12 or 14 would be a mistake.

Earlier this morning someone remarked that the library is the peoples'university. It offers an alternative education program, and provides current awareness services. If we don't provide these things, we are not doing our job. We have to accept the responsibility for providing programming for all ages. Even though the Office of Aging has a lot of money and they sponsor activities for senior citizens, libraries should offer other kinds of programming for older Americans. If we don't provide programming for adults, we are saying that they don't count--that the adults who pay taxes and support the library just don't count.

QUESTION FROM THE AUDIENCE

Some years ago I worked on a Senior Citizen Outreach Program that was sponsored by a library. I talked to various agencies in Clarion County that provided programs for senior citizens. I went to a hot meal program that was held in a fire hall. The

program that day included the hot meal, blood pressure testing, and a craft program. Many of those who attended were concerned about the high cost of drugs.

I realized that there is a group of affluent retired senior citizens in this rural area who never come to these programs. Perhaps they would support a humanities program. However, people who live in county homes, and people who are housebound are also entitled to a humanities program. Transporting these people to the library to attend a program presents a problem.

I think that some person who has the time should identify these unserved groups and begin to design programs for them. Someone should coordinate the activities of the various agencies, the extension agents, the senior citizen groups, and the college community.

RESPONSE BY RICHARD CHESKI

Several issues have been raised. I think we need to identify basic library services to housebound senior citizens. We need to distinguish between basic library services and special humanities programming. If a librarian receives more than two humanities grants a year, he is fortunate. Humanities programming is not a service that is offered day after day, week after week.

As a librarian works in a community, he becomes familiar with the concerns expressed by community members. In order to sponsor a successful humanities program the librarian must know his community and be aware of the underlying influences. Librarians can not implement humanities programs all by themselves. They need to

involve other people in the planning process.



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# BOOK BORROWING HABITS OF URBAN AND RURAL CHILDREN: A SURVEY

Barbara E. Jackle
Villanova University
Villanova, Pennsylvania

## INTRODUCTION

Borrowing library books is a daily occurrence in elementary schools throughout the country. Such a common phenomenon is taken for granted as simply a ritual performed by children of many ages and for many reasons. With such a common activity, it is unsettling that no analysis or investigation has been done before this.

User studies have been done in numerous aspects of library services. Occasionally, user studies are even done in connection with school libraries. These studies seem to survey everything except the book borrowing habits of students. Since book borrowing and use of library materials hits at the core of library services, it is disturbing that more has not been written and studied about it.

Unless parents take pre-schoolers to a library, a child's first experiences with libraries come with their entrance into elementary school. Does a pattern emerge with students and their book borrowing habits the more they are exposed to libraries? Is the difference in those habits dependent on where students live? Does it matter whether students have access to a full-time certified librarian? Who helps them choose books and maintain an interest in reading? All of these questions deserve consideration when



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evaluating the book borrowing habits of elementary school students.

This study takes a look at the ritual known as borrowing books. It will take a look at the book borrowing habits of two selected groups of elementary school students in two culturally different settings--rural and urban. The study attempts to determine differences in the book borrowing habits of rural and urban sixth graders and third graders in two schools of similar size. It also compares the habits of the same sixth and third graders in the same school setting. It is not an attempt to generalize for all urban and rural settings and students, but merely represents a study of the habits observed in two surveyor-selected public schools.

## LITERATURE SEARCH

User studies are numerous. Evidence of that abounds in Library Literature and in ERIC. Standards established in library planning have been based on user studies. Libraries have, for years, based requests for funds on measurements of usage and user satisfaction. Some studies compare different libraries. Other deal with how the library performs for the patrons. User input can determine user patterns and bring the library staff into touch with the reality of service to clients[1].

The search of Library Literature, back to 1970, revealed an appalling lack of research in the field of children's library services. Even less is being written about children's library services in rural areas[2]. There is a definite need to examine rural and urban children's library services. Since this will be a comparison of rural and urban book borrowing habits of school children, the library services surveyed will reflect a rural and an urban school settings rather than a community public library setting.


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Although my literature search did not reveal a study of a comparison of children's book borrowing habits, one study of twenty-one rural schools of Northern California revealed an interesting pattern in student attitudes towards reading and libraries. In the study the purpose was to establish children's feelings towards themselves, school, reading, and math[3]. Students were asked thirty-six questions titled the "Yreka Student Attitude Assessment" in the Fall of 1973 and in the Spring of 1974. The study revealed that pupils in elementary and junior high schools liked to read and go to the school and public libraries. More students in lower grades bore more favorable attitudes towards libraries and reading. As children advanced in grades, favorable attitudes towards reading and libraries declined. One possible answer for this could be the noticeable increase in academic demands upon children and an increase in out of school activities. The results of the study also showed that students generally like school libraries better than public libraries.

In another study, community size and levels of education appear to have an effect on library usage[4]. The level of education that a person attains indicates the likelihood that he or she will read and use libraries. According to the respondents of the study, people in a medium sized community are generally the most educated and have the most reading interests. People in the large communities reported the least number of reading interests and people in small communities fell somewhere in between. People in small communities read materials most closely related to their life interests.

The Lucas user study could be examined by librarians in various communities when trying to forecast the demand for reading materials. Libraries must provide materials of interest to the traditional clientle as well as the younger, better educated people of the community.

Possibly the Lucas study could shed some light indirectly on the borrowing habits of children located in a small (rural) community and large (urban) community. Since it is difficult to measure exactly whether books are read or not, the measurement of reading interest in this study will be the number of books borrowed by students.

## SOCIAL SIGNIFICANCE OF THE STUDY

Much publicity has been given to the poor academic achievement of low to moderate income urban children. Use of school libraries is hopefully related, in part, to the academic areas of education. Are urban children any different than other children who come from the same socio-economic strata? This study wants to see if rural children and urban children are different in their book borrowing habits. It will also accept or reject the earlier Huang study in California which found a decrease of interest in libraries as students advance through the grades. The study will not try to answer why but will only report survey results.

## PROBLEM STATEMENT

How frequently do students in selected third and sixth grades in a rural and in an urban public school borrow library books?

## HYPOTHESES

The hypotheses written in the null format are as follows:

1. There is no difference in the library book borrowing habits of sixth graders in a rural and urban school.
2. There is no difference in the library book borrowing habits of third and sixth graders in an urban school.
3. There in no difference in the library book borrowing habits of third and sixth graders in a rural school.

4. There is no difference in the library book borrowing habits of third and sixth graders if they have access to a full-time librarian or not.

5. There is no difference in the library book borrowing habits of third and sixth graders dependent on whether they have a scheduled library instruction period or not.

## METHOD AND PROCEDURE

The case study design was used with a checklist/questionnaire distributed to all participants. Since the questionnaire was disseminated and collected during regular school days to participating classes, the return rate was 100%. A total of 178 students participated in the study, with the numerical breakdown as follows:

| Urban School | | Rural School | |
|---|---|---|---|
| 40 3rd graders | (23%) | 44 3rd graders | (25%) |
| 45 6th graders | (25%) | 49 6th graders | (27%) |
| 85 total | (48%) | 93 total | (52%) |

The children who served as subjects for the study were third graders and sixth graders in one urban and one rural school. In both schools, students come from low to moderate income level homes with parents mostly employed in blue-collar classification jobs. Both schools have enrollments of approximately 600 students.

Both schools have librarians servicing the buildings. The urban school has a full-time librarian with no paid aide. The rural school has a part-time librarian with a full-time paid aide. The book collections range from approximately 8500 volumes in the rural school, mostly funded through local sources, to approximately 11,000 volumes in the urban school, partially funded locally with a large amount of federal sources supplementing the local funding in the past. According to the survey, all of the urban students receive

library instruction while only one third grade class in the rural school reported receiving library instruction. The other third grade class and both sixth grade classes reported no library instruction with the librarian.

Student ethnic background in the urban school is predominantly white, with Protestant and Roman Catholic religious beliefs. There are some black and Oriental students. Student ethnic background in the rural school is white, Anglo-Saxon and Protestant in religious beliefs.

Both schools used in the study wish to remain anonymous. To protect the confidentiality, the schools will be referred to in this study as school U (urban) and school R (rural). School U is located in Southeastern Pennsylvania. School R is located in Central Pennsylvania.

Limitations of the Design: Several factors limited the design of the study. First, only two schools were used in this study. Second, both were public elementary schools, one urban and one rural. Third, only third and sixth graders were used instead of every student in each school.

Study delimitations: Certain delimitations may or may not have affected the answers on the checklist/questionnaire. The surveyor had little or no control over the following variables. First, there is no control over the personalities of the librarians. Second, the surveyor cannot test what the librarians teach or whether they teach with enthusiasm. Third, there is no control over the size of the library and book collections. Fourth, no test was given to ascertain the librarians' professional experiences.

Selection of questionnaire/checklist: Several criteria formed the basis for selecting questions on the questionnaire/checklist. The surveyor perused various research textbooks to find a questionnaire type which could be used. Since nothing was available, a set of questions was written and rewritten upon

advice from a library science professor at Villanova University. First, the questionnaire had to be very short. Second, the questions had to be easy enough for third graders and sixth graders to read and finish quickly. Third, the questions had to be worded so as to create as little bias as possible. Fourth, the questions had to be geared to answer all hypotheses of the study. Fifth, since the surveyor has taught in the same school district for a long time, she wanted to survey reader interest for both her interest and the interest of the library science professor at Villanova University. A sample copy of the questionnaire/checklist (see Appendix.)

Procedure: After obtaining permission from necessary administrators, the questionnaire/checklist was given to teachers selected by the building principals. The teachers then administered the questionnaires to their students. Upon completion, the forms were then returned to the surveyor for collation and analysis.

Data Analysis: The data analysis involved several procedures. The raw scores were collected and compiled for each sixth grade and third grade. Because the number of students differed in each of the four sections, the raw scores were then converted into percentages to equalize the results in order to make comparisons. The use of the Chi-Square was used in some instances to test for significance with the level of probability preset at .05. In some other instances, tables were used to check percentage comparisons in order to reject or accept the hypotheses. The surveyor did not use every question on the questionnaire/checklist, but instead, chose those questions which most closely answered or tested the hypotheses. (See Appendix)

LIBRARY BOOK BORROWING QUESTIONNAIRE

Put a check ( ) next to the answers that show how you feel about borrowing library books.

1. Are you a: _____ boy _____ girl _____ 6th grader _____ 3rd grader

2. How often do you go to the library? (school library)
   _____ Less than one time per week
   _____ 1 time per week
   _____ 2 to 3 times per week
   _____ 4 or more times per week

3. Do you go to the library for lessons with a librarian? ___ yes ___ no

4. How many books or magazines do you check out each week?
   _____ 0 _____ 3
   _____ 1 _____ 4 or more
   _____ 2

5. If you could take out as many books or magazines as you want each week, how many would it be?
   _____ 0 _____ 3
   _____ 1 _____ 4 or more
   _____ 2

6. Do you use another library besides your school library? ___ yes ___ no

7. If you answered "yes" to number 6, what kind of library do you use?
   _____ Public Library _____ Church Library
   _____ Home Library _____ Other Library (_____)

8. Do you check out books or magazines:
   _____ With your class _____ By yourself
   _____ Both (with the class and by yourself)
   _____ I do not check out books

9. Who helps you choose your books?
   _____ Nobody _____ Friend
   _____ Librarian _____ Parents
   _____ Teacher _____ Library Aide

10. If you didn't go to the library for lessons or class, would you go by yourself? _____ yes _____ no _____ don't know

11. Do you like to borrow a book after the librarian or teacher reads it to you? _____ yes _____ no _____ don't know

12. Check 3 kinds of books you like to read best.

| | | |
|---|---|---|
| _____Biography | _____Animals | _____Sports |
| _____Jokes/Riddles | _____History | _____Books about God |
| _____Folk & Fairy Tales | _____Cars/Planes | _____Wars |
| _____Indians/Cowboys | _____Poems | _____Dinosaurs |
| _____Funny Stories | _____Animal Stories | _____Books about kids with |
| _____Spooky Stories | _____Science Fiction | _____Languages problems |
| _____Science | _____Adventure | _____Fantasy |
| _____Monsters/Ghosts | _____Math/Computers | _____Sewing |
| _____Cooking | _____Other (_____) | _____Other (_____) |

Question: How many books or magazines do you check out each week?

Table A: R=rural U=urban N=number of students

| Bks. taken out | R-6(N=49) | U-6(N=45) |
|---|---|---|
| 0 | 6% | 18% |
| 1 | 41% | 64% |
| 2 | 41% | 13% |
| 3 | 8% | 0% |
| 4 or more | 4% | 5% |

Table B:

| Bks. taken out | U-3(N=40) | U-6(N=45) |
|---|---|---|
| 0 | 8% | 18% |
| 1 | 78% | 64% |
| 2 | 5% | 13% |
| 3 | 10% | 0% |
| 4 or more | 0% | 5% |

Table C:

| Bks. taken out | R-3(N=44) | R-6(N=49) |
|---|---|---|
| 0 | 5% | 6% |
| 1 | 77% | 41% |
| 2 | 16% | 41% |
| 3 | 2% | 8% |
| 4 or more. | 0% | 4% |

Question: How often do you go to the school library?

Table D:

| | R-6 | U-6 |
|---|---|---|
| Less than 1 time | 2% | 10% |
| 1 time/week | 35% | 75% |
| 2-3 times/week | 59% | 13% |
| 4 or more times/wk. | 4% | 2% |

Table E:

| | U-3 | U-6 |
|---|---|---|
| Less than 1 time | 8% | 10% |
| 1 time/week | 72% | 75% |
| 2-3 times/week | 20% | 13% |
| 4 or more times/wk. | 0% | 2% |

Table F:

| | R-3 | R-3 |
|---|---|---|
| Less than 1 time | 10% | 2% |
| 1 time/wk. | 79% | 35% |
| 2-3 times/week | 11% | 59% |
| 4 or more times/wk. | 0% | 4% |

Question: Do you like to borrow a book after the librarian or teacher reads it to you?

Table G:

| | R-3 | R-6 | U-3 | U-6 |
|---|---|---|---|---|
| yes | 55% | 12% | 70% | 29% |
| no | 18% | 57% | 22% | 67% |
| don't know | 27% | 31% | 8% | 4% |

Question: If you didn't go to the library for lessons or class, would you go on your own?

Table H:

| | R-3 | R-6 | U-3 | U-6 |
|---|---|---|---|---|
| yes | 36% | 49% | 50% | 42% |
| no | 18% | 16% | 8% | 25% |
| don't know | 46% | 34% | 42% | 33% |

Question: Who helps you choose your books?

Table I:

| | R-3 | R-6 | U-3 | U-6 |
|---|---|---|---|---|
| nobody | 36% | 82% | 50% | 82% |
| librarian | 44% | 6% | 25% | 11% |
| teacher | 0% | 0% | 0% | 0% |
| friend | 9% | 12% | 22.5% | 7% |
| parents | 2% | 0% | 2.5% | 0% |
| library aide | 9% | 0% | 0% | 0% |

READER INTEREST SURVEY RESULTS*

| | R-3 | R-6 | U-3 | U-6 |
|---|---|---|---|---|
| Biography | 6 | 2 | 0 | 2 |
| Jokes/Riddles | 24 | 13 | 25 | 12 |
| Folk/Fairy Tales | 6 | 0 | 4 | 4 |
| Indians/Cowboys | 5 | 2 | 3 | 0 |
| Funny Stories | 8 | 10 | 8 | 10 |
| Spooky Stories | 12 | 10 | 12 | 18 |
| Science | 3 | 4 | 0 | 5 |
| Monsters/Ghosts | 2 | 2 | 9 | 10 |
| Cooking | 3 | 0 | 6 | 4 |
| Animals | 10 | 13 | 6 | 11 |
| History | 1 | 6 | 4 | 3 |
| Cars/Planes | 2 | 4 | 5 | 3 |
| Poems | 3 | 1 | 3 | 1 |
| Animal Stories | 7 | 4 | 1 | 4 |
| Science Fiction | 7 | 2 | 3 | 7 |
| Adventure | 3 | 18 | 7 | 7 |
| Math/Computers | 1 | 2 | 2 | 1 |
| Mysteries | 0 | 2 | 2 | 2 |
| Sports | 7 | 15 | 5 | 7 |
| God | 7 | 4 | 7 | 3 |
| Wars | 1 | 9 | 2 | 6 |
| Dinosaurs | 6 | 0 | 4 | 3 |
| Kids w/problems | 1 | 3 | 2 | 2 |
| Languages | 3 | 3 | 1 | 0 |
| Fantasy | 1 | 6 | 5 | 5 |

| | R-3 | R-6 | U-3 | U-6 |
|---|---|---|---|---|
| Sewing | 1 | 0 | 0 | 0 |
| Dolls | 1 | 0 | 0 | 0 |
| Romance | 0 | 5 | 0 | 1 |
| Crafts/Drawing | 0 | 0 | 1 | 3 |
| Greek Myths | 0 | 0 | 1 | 0 |
| Dancing | 0 | 0 | 1 | 0 |
| Twistaplots | 0 | 1 | 0 | 0 |
| Motorcycles/Cycles | 0 | 2 | 0 | 0 |

*Students were asked to choose the three subjects that they like to read about the most. The figures reflect those choices.

## RESULTS

Hypothesis #1 is rejected based on the results of three questions. There is definitely a difference in the borrowing habits of sixth graders in the rural and urban schools. According to the percentages in Table A, 18% of the urban sixth graders borrow two or more books per week. Rural sixth graders borrowed two or more books per week at a rate of 53%. According to Table D, 85% of all urban sixth graders surveyed use the library one time or less per week and 37% of rural sixth graders surveyed use it one time or less per week.

There was a difference in percentages between what students actually take out and what they would take out if they were given the freedom to take out whatever they wanted. Although the actual book borrowing is very different, the percentages here were much closer. Eight-two percent of the urban sixth graders surveyed, and 86% of rural sixth graders said they would take out two or more books per week if they could.

Hypothesis #2 is accepted. After use of Chi-Square calculations, the results were confirmed. Of the third graders and sixth graders surveyed, Table B shows 82% and 86%, in that exact order, borrowed one book or less per week. In Table E, 92% of the sixth graders and 90% of the third graders go to the library at least once a week. The actual results accept the hypothesis, but, if they were given freedom to choose as many books per week as they wished, 82% of the sixth graders and 65% of the third graders said that they would borrow at least two or more books each week.

Hypothesis #3 is rejected. Table C clearly shows that rural sixth graders borrow more books than rural third graders among the students surveyed. According to the table, 82% of the third graders and 47% of the sixth graders borrow one book or less per week. In Table F, 11% of the third

graders and 63% of the sixth graders use library facilities in the school at least twice per week.

Hypothesis #4 is rejected for several reasons. According to Chi-Square calculations for Table I, there is no significant difference in the book borrowing habits of the students whether a full-time librarian is present or not. However, because there is a part-time librarian and full-time library aide in the rural school, it is possible that at least some of the students were confused with the wording of the question about who helps them choose books. It is very possible that students confuse the role of both people. It is interesting to note that in both rural and urban sixth grades, 82% of students do not rely on anyone to help them choose books as opposed to 36% of rural third graders and 50% of urban third graders responding the same way. Sixth graders asked the librarian or aide for help at a rate of 11% in the urban and 6% in the rural school. Third graders requested help from the librarian or aide at rates of 53% in the rural school and 25% in the urban school.

Hypothesis #5 is accepted. By use of Chi-Square calculations of the statistics in Table H, it shows that there is no significant difference whether students go to the library for lessons and class in either school setting. In school R, 36% of third graders and 49% of the sixth graders said they would go to the library even if the class did not attend or lessons were not given. In school U, 50% of the third graders and 42% of the sixth graders said they would go regardless of lessons or class. In school R, 18% of the third graders and 16% of the sixth graders said they would not go to the library if the class did not have to go. In school U, 8% of the third graders and 25% of sixth graders surveyed said they would not go if a class or lesson

was not scheduled.

However, if this hypothesis were based on the results of the percentages in Table G, the hypothesis would be rejected. In the urban school where students receive library instruction, 70% of third graders and 29% of sixth graders surveyed said that they would take out books that are read to them by the librarian or teacher. In the rural school where the library instruction is not consistent, 36% of the third graders and 12% of the sixth graders surveyed said they would take out a book if it were read to them.

## CONCLUSIONS

There are differences in the book borrowing habits of rural and urban third and sixth graders in the chosen schools. Rural students take out more books than their urban counterparts. Rural sixth graders take out more books and visit the library more times per week than rural third graders. Urban third graders and sixth graders surveyed are more consistent in the borrowing and library visitation habits.

The additional reader interest survey also showed definite differences in reading subjects between urban and rural students. Favored subjects also differ from third grade to sixth grade within the same social setting.

When comparing the results of this survey with the relevant part of the Huang study, the results of the two also differ. Huang stated that as students progress through the grades, their interest in libraries decreases. The Huang study also included several junior high school grade levels and perhaps if this study had extended to junior high school, the results would be altered. However, if this study trend would continue as is, the urban students would maintain the same interest throughout elementary school while the rural students would increase their book borrowing habits and library

visits from primary to the intermediate grades. Perhaps this should be a consideration for future study.

## APPLICATIONS

Suggestions for Practice: Given the results of this study, librarians administrators, and supervisors should examine the contents for use in the following ways:

First, while it is true that the rural students borrowed more books than the urban students, it is the urban students who remained most consistent in the borrowing habits from third to sixth grade. One suggestion for this might be the presence of the full-time librarian and consistent library instruction from kindergarten to sixth grade.

Second, the study results show that 82% of all sixth graders in both schools do not rely on anyone to help them select books. No students in the sixth or third grades said that their teachers help them choose books. Perhaps some thought should be given to providing more assistance when choosing reading materials. An area of concern to teachers, librarians and administrators should be what the students read or whether they read library books at all.

Third, rural children take out more books than urban students. Urban students have more outside distractions, both cultural and other, than their rural counterparts. Knowing this, perhaps thought could be given to enhancing a public relations program for a library to try to make reading and libraries as interesting as the other activities.

Fourth, although a reader interest survey was not in the original plans for the study, it is nevertheless as valid as the rest of the questionnaire.

Perhaps librarians in rural or urban areas could use the results when ordering materials for their libraries.

Suggestions for further research: The results of this study have led the surveyor to think of several possibilities for further research in the field of user studies in school libraries. In some cases the study would take a considerable amount of time. Some of the suggestions are also related to the educational media field as well as traditional print oriented facilities.

1. Public versus private school students borrowing habits.
2. Socio-economic levels versus borrowing habits.
3. Boys versus girls and borrowing habits.
4. Broken homes versus intact families and borrowing habits.
5. Reading levels versus borrowing habits.
6. Attendance versus borrowing habits.
7. Grade achievement versus borrowing habits.
8. I.Q.'s and borrowing habits.
9. Effects of elementary library exposure on high school library usage.
10. What is taught and how it affects library usage.
11. In-depth reader interest study.
12. The effects of various types of media usage on learning.
13. Effects of the Reading is Fundamental (RIF) program on reading and library usage.
14. The effects of parent and student aides on the borrowing habits and use of library facilities.
15. The effects of teacher borrowing habits on students.
16. Attitude study of students exposed to libraries before starting school versus students who had no exposure until elementary school.

FOOTNOTES

1. Lowell Martin. "User Studies and Library Planning," Library Trends.

2. Becky Sheller. "Kids are the Issue: Rural Libraries and Children's Services," Rural Libraries.

3. G.W. Huang. "Student Attributes Toward Learning and Libraries," California School Libraries.

4. Linda Lucas. "Reading Interests, Life Interests, and Life Styles," Public Library Quarterly.

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# STEPS TO TAKE: MARKETING THE RURAL LIBRARY

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## INTRODUCTION

Libraries, like many other non-profit organizations, have generally not been able to bring scientific management practices to bear upon the library-specific problems that they face. The attempts to implement managerial programs have been spotty and faltering. Traditionally, library management has been concerned with problems of organization, budget management, personnel management, and architectural design. The concentration of library managers upon these items has left techniques in areas like marketing largely unutilized.

## MARKETING AND LIBRARIES

It has only been recently that marketing professionals have begun to devote much effort to devising ways in which marketing techniques could be applied to non-profit situations. In fact, this attention has only come in the last fifteen or so years[1]. There is little wonder, then, that libraries have not been able to develop and implement marketing programs that are comprehensive, coordinated, and effective. While colleges and hospitals have

had significant success in this area, libraries have only recently discovered marketing as a tool[2].

There is considerable agreement among marketing professionals that marketing techniques can be effectively employed in non-profit settings like libraries[3]. The problem that arises when one starts to implement a marketing program in a library, however, is that there is little understanding about what marketing really is. Some librarians probably feel that marketing is little more than public relations. Others might suggest that it includes advertising and the development of special programs. Still others might point out that the selection of appropriate library materials is the central component of marketing. The critical factor here is that all of these things are components of marketing but none of them represents marketing as a whole. They are bits and pieces of a much larger concept - the marketing program.

MARKETING REPRESENTS AN ATTEMPT TO MATCH NEEDS. In the case of libraries, the needs of the public are matched with the needs of a local library. In general, the needs of the public with regard to the library can be categorized as professional, educational, and recreational. On the other hand, the needs of the library are to be viable, responsive, and cost-effective. The attempt to develop and execute a plan by which the needs of the individual library patron are met within the constraints of a particular library is called a marketing program. Exhibit One show a model for developing a marketing program.

EXHIBIT ONE
The Marketing Program

The first step in the development of any action plan for marketing involves a thorough analysis of the situation. At this level, the library marketer must collect and analyze the research inputs that will be required for the successful planning and implementation of the library marketing program. These inputs include information concerning the needs and preferences of library patrons and the resources available to the library.

Beginning the development of a marketing program with research helps the librarian to avoid a "guessing game" approach to his or her marketing activity. Corporate marketers have come to realize the need for research as evidenced by the fact that a majority of them do some type of product research other than Research and Development as well as sales and market research[4]. There are several reasons for this but the primary one appears to be that businesses have come to understand that there is a need to make factual decisions about their marketing plans rather than using some type of intuitive approach.

Librarians must do this as well. There are too many distracting elements in the community for any individual to have a clear understanding of more than just a part of it. Further, the library itself, even a relatively small one, often maintains an amazingly diverse collection that is so complex that no one has a comprehensive knowledge of it. Research is an organized attempt to identify what really exists in both the community as well as the library. This of course will lead in the subsequent steps of the marketing program to the establishment of realistic plans based upon accurate information about the particular situation of the library.

Often the largest problem for the neophyte researcher is knowing where to start the research[5]. Dependent upon whether the research is to be focused

upon a particular problem or whether it is general market research, two types of approaches may be used. These are shown in Exhibit Two.

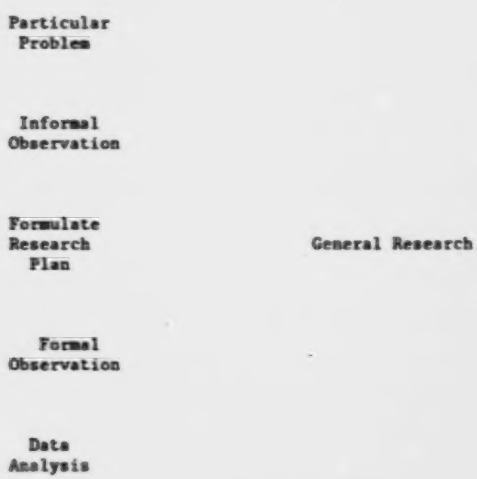


EXHIBIT TWO

Types of Market Research Approaches

In this diagram, it is evident that there are differences in the ways in which market research is conducted. If a librarian has a specific type of research problem (e.g. why is the children's collection underutilized or why don't people come to the library at night), the process begins with informal observation of the general tendencies of the library patron or non-patron. Following this, a mechanism for measuring the behavior observed is developed and a formal observation is made in which a measurement instrument is used.

In the general research project (e.g. what is the age profile of the community or what is the impact of location on walk-in visitation), the informal observation is not necessary. The librarian may simply establish the way in which he or she will collect the data required and then proceed to its collection. Both of the research methods end with an analysis of the information obtained. The output of this activity will fuel the decision-making process when strategies are developed.

Information collection and analysis is the critical first step in the development of an effective marketing program. Librarians can utilize scientific research methodologies to assure that this first step is a solid one.

The second step in the development of a marketing program is to establish a marketing strategy for the library. Essentially, a marketing strategy is a statement of what it is that the library wants to do. This step is somewhat more involved than simply stating a goal or objective, however, because a strategy is predicated upon a realistic evaluation of the situation and a considered judgment about the resources that will be available to support the attempt to carry out the strategy.

Strategy development includes three important components: picking a target group or groups, establishing marketing goals relevant in the group or groups, and selecting a theme or image that is appropriate for the particular marketing project. Some examples of strategies that incorporate all three of these elements may be seen in the following listing:

1. Increase visitation per capita among small business professionals using the theme "The Public Library - A Friend To Small Business."

2. Increase awareness of library pre-school programs among mothers of young children using a "head-start" theme.

3. Increase library user rates among late teens looking for career opportunities with the theme "You Can Get There From The Library."

All of these examples contain a clear statement of the group of individuals to whom the particular marketing campaign will be geared. Not only that, there is a concise statement of the specific library goal that is to be accomplished (increase visitation, increase awareness, and increase user rates). The theme or image statement in each of the strategies, as we will see later when we speak about tactical execution, provides a mechanism for continuity.

All marketing strategies are not alike. Some are aggressive, some conservative. Some are comprehensive in nature and others are more limited in scope. Marketing strategies can be dichotomized categorically on two different variables: first, whether the library will serve the same patrons as it traditionally has or whether it will serve a new public, and second, whether the library utilizes the same resources or new material. Exhibit Three shows four types of strategies based upon these factors.

| Library Resources | Library Markets | |
|---|---|---|
| | Same Markets | New Markets |
| Same Resources | Increased User Rates | Expanded Coverage |
| New Resources | Community Development | Library Diversification |

EXHIBIT THREE

TYPES OF LIBRARY
MARKETING STRATEGIES



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If a librarian is faced with a situation that involves limited resource availability which results in an extremely constrained acquisition program, he or she may want to consider strategies focused upon increasing user rates or those which concentrate upon increased coverage. In the former strategies, promotional methods and special programs will become the tactical actions employed while in the latter, direct mailings and personal visitations may be the primary methods used.

If funds are available to expand library holdings, two types of strategies are appropriate. Community development strategies concentrate the efforts of library marketing activities upon those individuals who are already served by the library but may not be aware of new materials. Library diversification is a strategy within which the library tries to draw new library patrons with the acquisition of new types of materials.

Developing a realistic plan that includes the specific actions that must be taken in order to accomplish stated library objectives is part of tactical execution, the third step in the marketing program. In this step the librarian must choose the appropriate promotional methods as well as consider those things which must be done within the walls of the library facility to support the theme or image statement developed in the library strategy.

It is important during this phase of the marketing program that the librarian keep in mind two critical factors. First, the librarian must recall that a particular group was selected as a target group. This group not only has a particular set of needs and wants with regard to library services and materials, but also will be affected by various promotion methods in a particular way. This means that the librarian must be able to select the

most effective marketing methods within a market segment as well as to determine the things that the group expects from the library in terms of materials and services.

The second thing that must be remembered during this step is that the theme of the marketing program must remain consistent throughout the campaign. This consistency is required in order to generate in the minds of the individuals in a given segment a clear and distinct image about the library. A fuzzy perception in the mind of a potential patron will almost surely inhibit action with regard to library usage. Repetitive reinforcement of the theme should lead to successful image portrayal for the library.

Selection of appropriate promotional procedures and techniques is an important part of tactical execution. Libraries have left the potential of active promotional efforts largely untapped. There are several understandable reasons for this. First, many promotional methods are expensive. It is often difficult to convince a governing board or civic group that limited financial resources are better spent on advertising of library services than on providing a new file catalog. Second, librarians generally have not been trained to use the techniques. Although promotion is not particularly difficult as applied to libraries, most librarians have had neither the opportunity nor the inclination to learn about it. Third, librarians feel that promotion will not work. For those who have never used promotion, it is easy to be skeptical about the effectiveness of its various techniques.

The first step in learning how to apply promotional methods is to understand what they are. Promotion means nothing more than to place one's self or one's products in the best possible light in the eye of the public.

In marketing, this definition is refined somewhat so that the public becomes the target market segment and the attempt to place oneself in the best possible light is more aggressive and directed.

Promotion methods are wide-ranging in the way in which they reach the target public. Some are immediate in their impact and others require more time for full effectiveness to be achieved. Some of the methods are more widely observed than others. Exhibit Four shows a number of promotion techniques that a librarian might select.

All promotion methods do some things well and at the same time have disadvantages that must be considered. Additionally, each type of promotion used varies with respect to the creativeness that can be expressed within it. It is important, therefore, to use the promotional method that is appropriate for the particular task for which it is chosen.

The fourth step in the marketing program, program control, is a conscientious effort to keep the marketing program "on-track." Once the objectives of the campaign are established, an appropriate strategy for accomplishing them is selected, and a blend of tactical methods chosen, program control becomes all-important. It is very easy, during the day-to-day operations of a library to forget all of the hard work and determined planning that went on prior to the implementation of the plan. Problems and pressing duties tend to weaken the resolve of a librarian to be outward-looking.

| Promotion Method | Advantages | Disadvantages | Creative Features |
|---|---|---|---|
| Newspaper Ads | Coverage, Immediacy | Waste Circulation, Cost, Quality | Traditional Medium |
| Radio Ads | Immediacy, Personality | Must use often | Intimacy, Adaptability |
| Direct Mail | Controlled Audience | Cost, Problems in Production | Ability to explain, Special Programs |
| Sales Presentation | Controlled, Cooperative Audience | Timing for Librarian | Speeches, visitations, demonstrations, civic involvement |
| Contests | Attracts Segment | Coordination, Publicity, Costs | Particular audience, Creates awareness |
| Premiums (Give-Aways) | Attracts Segment | Publicity, Costs | Creates awareness Generates traffic |
| Newsletter | Controlled Audience | Costs, Editorial skill required | Public relations, informative, creates awareness, specific |
| Library Display | Patron Attraction | Requires librarian time | Highlight new material, support special theme |

EXHIBIT FOUR

Marketing Promotions



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Sometimes it is easier to solve a spur-of-the-moment problem in public relations or in patron service with a thrown together solution rather than relying on the marketing decisions previously made.

In order to provide an example of how easily this might happen, let us consider the following example. The library has chosen to increase its influence in the business community by utilizing an in-house computer system as a support device for a computer familiarization program. The librarian has used newsletter contact along with a Chamber of Commerce presentation to promote a seminar-like workshop for business people. Then a local radio station offers "free air" to promote a "Libraries Are For Kids" theme in conjunction with a community project centered upon young children. How should the librarian handle the offer?

Obviously, the librarian must find some way to utilize the free publicity that the radio station is offering. It is not often that this type of windfall is available to the library. But, it is also important not to negate the work that has already been done in trying to attract business people to the library. The librarian must not now confuse the business people about the attempt of the library to reach out to them by permitting undue emphasis on children about which the business segment might become aware. The way to handle the problem is to schedule the air time for children in such a way as to prevent the business segment from hearing it. This in not intended to deceive the business community but rather to minimize the negative effect that children's specialization might have on the business program. The important thing here is that neither segment should be unduly influenced by the promotional effort intended for the other.

There are a number of things that can be designed into a marketing program that enhance the continuity of the marketing effort:

1. Assign a marketing manager
2. Get everyone to think marketing
3. Share ideas and experiences
4. Keep written records
5. Determine why things happen

Keeping the library marketing program "on track" and evaluating the effectiveness of activities during the progress of the program is the function called program control. All too often programs slip away from the original plan because library personnel find it easier or more convenient to perform other functions and assume other responsibilities. This usually spells out the beginnings of failure to achieve library marketing program goals and leaves library personnel with the belief that library marketing does not work.

Program evaluation, the fifth step of the marketing program, is very easily overlooked in all marketing applications. It is a step that takes precious time, requires critical thinking, and involves personal assessment. Program evaluation is the attempt to assess the success or failure of marketing activity in a formal way. This evaluation becomes important information for future campaigns.

Library managers often become so embroiled in day-to-day operating problems in other areas that taking the time to evaluate successes or failures plays second fiddle to other more pressing responsibilities. This represents a rather short-sighted view, however. The planning for the next marketing

campaign starts with the assessment of the last marketing campaign. It is only through on-going evaluation that librarians will become familiar with the marketing techniques that are effective in their particular location. The evaluation of whether or not goals of the marketing program are achieved and the reasons for success or failure become important research inputs for future marketing activities of the library.

Program evaluation is done at several levels of library marketing activity. These levels may be identified as follows:

1. Overall Marketing Effort
2. Annual Evaluation
3. Program Evaluation

The goals and objectives in each of the levels of marketing activity vary. Consequently, the way in which accomplishment of those goals is evaluated must vary as well.

There are several authors who suggest ways in which the marketing program can be evaluated[6]. These authors use measures like market share, market penetration, market efficiency, and market response in their program evaluation procedures. The important thing to remember is that the librarian should design an evaluation technique that accurately reflects the accomplishments of his or her specific situation. There should not be blind reliance upon standardized marketing measurement.

## SUMMARY

This paper has had as its goal the familiarization of librarians with various marketing techniques and methods. To accomplish this, the author has utilized a framework involving the development of a marketing program. It must be recognized by everyone that all marketing programs are different

as are all marketing settings. The application of these methods in varying situations will provide varying results. In the long-run, however, these suggestions should provide the librarian with an initial vocabulary with which he or she may continue to develop marketing skills. For some it may be the initial contact with the marketing area. While it is not by any means definitive in nature nor comprehensive in scope, it should provide some indication of how marketing can be used in the library setting.

NOTES

(1) Philip Kotler and Sidney J. Levy, "Broadening the Concept of Marketing," Journal of Marketing, Volume 33, Number 1, January, 1969, pp. 10-15.

(2) Philip Kotler, "Strategies for Introducing Marketing into Nonprofit Organizations," Journal of Marketing, Volume 43, Number 1, January, 1979, pp. 37-44.

(3) The following authors state that marketing techniques may be used in non-profit situations: E. Jerome McCarthy, Basic Marketing: A Managerial Approach, (Homewood, Illinois; Richard D. Irwin, Inc., 1981), 7th ed., p. 7; Joel R. Evans and Barry Berman, Marketing, (New York, New York; Macmillan Publishing Company, Inc., 1982), pp. 624-31; and Ben M. Enis, Marketing Principals, (Santa Monica, California; Goodyear Publishing Company, Inc., 1980), 3rd ed., p. 61.

(4) Louis E. Boone and David L. Kurtz, Foundations of Marketing, (Hinsdale, Illinois; The Dryden Press, 1977) p. 55.

(5) Frederick A. Russ and Charles A. Kirkpatrick, Marketing, (Boston; Massachusetts; Little, Brown and Company, 1982), p. 84.

(6) David L. Lurtz and Louis E. Boone, Marketing, (Hinsdale, Illinois; The Dryden Press, 1981), p. 596.

# GIVE ME A HOME WHERE THE BOOKMOBILE ROAMS

J.P. Marden
Bookmobile Staff
Humboldt County Library
Winnemucca, Nevada

In 1982 all I knew about Bookmobiles was how to spell the word, and that was "iffy". I knew it was a large bus-like vehicle that I occasionally passed in my travels up and down the road. It was nothing more to me, nothing to warrant anything but a passing thought. In late 1982 I packed it in with the State of Nevada after working for them for 14 years and found myself at loose ends back home in Winnemucca again. The Humboldt County Library advertised for a Bookmobile driver. I figured I could drive the thing and I knew what a library was, so I applied. Shortly thereafter I was hired and my education began in earnest.

The Bookmobile, now in use, was bought with federal and state funds for $16,000 in March of 1969. When I came on the scene, its first 100,000 miles were in the past and the second 100,000 were passing underneath its wheels. It was old and tired but still able to get up and down the road.

I was born in this part of Nevada so I was familiar with the country in the county. The area served by the Bookmobile encompasses about 10,000 square miles in Humboldt County and Pershing County in Northern Nevada. The land ranges from broad river valley bottom land to high desert to open expanses of alkali plains where the rivers and streams sink into the Black Rock Desert. The solemn beauty of the region is lost to the many tourists who travel along Interstate 80 and guarded jealously by the few who are native to the area.

The areas the Bookmobile serves area alive with the creatures from the kingdom of the wild. On every run to Unionville we see at least 10 head of deer grazing in the fields and orchards that are nestled beneath the steep walls of Buena Vista Canyon. Less than 200 yards from the Jackson Mountain School stop, I have had to wait for a herd of 38 pronghorn antelope to cross the road before I could pass. After opening up for business at the school, I watched them slowly grazing, completely secure in their surroundings. The most abundant members of the animal kingdom that we encounter are the rabbits: jackrabbits and cottontails everywhere and domestic rabbits of varying colors up in Buena Vista Canyon. Eagles and hawks sit astride the power poles and fence lines everywhere we go and contemplate the Bookmobile's noisy passing. This last spring we checked out books less than 100 feet from a den of foxes who would come out and play while we went about our routine. The abundance of wildlife along the routes is a bonus few employers can match, but comes without mention with our Bookmobile routes.

The Bookmobile travels an average of 1,200 miles a month. The longest run is 185 miles round trip and the shortest route is 10 miles. From January 1983 to November 1983 we circulated 17,844 books to 4,785 patrons at 175 stops. During that period we averaged 1.1 books checked out per mile traveled. The average circulation cost per book is $1.17. Forty one percent of our circulation over this time period were adult titles and 59% were juvenile titles. Circulation for calendar 1983 was up 140% over calendar 1982.

We have, at present, 6 runs with a total of 11 stops. All but 2 of our runs have service every two weeks. Of the other two, one has monthly service and one has weekly service. We serve 6 rural schools with the number of students ranging from 5 at Leonard Creek Ranch to 62 at Orovada. Each school

stop also serves the surrounding communities. The diversity of our patrons is great. In Kings River Valley and Orovada the people are mainly farmers, in Jackson Mountain and Leonard Creek the patrons are ranchers, in Imlay there are quite a few miners and retired people, Buena Vista Valley and Unionville are populated by ranchers and retired people. During this calendar year we have added two runs: Star City, which is a bedroom community five miles south of Winnemucca, and Leonard Creek, a large ranch and small school in the northwestern part of Humboldt County.

As a cost-cutting measure, the Bookmobile staff was reduced and the driver runs the whole circus except on the two high circulation runs to Orovada and Imlay. In most cases the driver opens up the Bookmobile, checks the books in and out, shelves, and keeps up the overdues, statistics, and paperwork. On the runs where there is a librarian, the driver checks out the books and helps with the shelving chores, as well as helping check in the books. The librarian takes care of checking in the books, provides help to the patrons and takes care of the majority of the paperwork. Because of the lack of wide open spaces on the Bookmobile, all of the shelving is done between the waves of patrons. All books are shelved between stops to give our patrons the full advantage of the limited collection on the Bookmobile. The operation runs very smoothly this way and keeps the patrons happy.

Our patrons are important to us and they have made us look good. Some travel 10 to 15 miles to avail themselves of our services. Some come on only to see if we have anything on one particular subject, and if they don't find what they are looking for we try to have it for them on our next run to their area. Others come on and spend half an hour browsing, visiting, and looking for whatever literary gems we have hiding on our shelves. Some people get two



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books to last them over the two weeks between runs while others check out 20 or 30 at a time to make sure they don't run out.

I have encouraged the younger patrons to be themselves on the Bookmobile. When I was young, the library here in Winnemucca was run by an old lady in black who ruled with an iron hand. Children's visits without an accompanying adult was discouraged, and because of this, it took me many years to discover the wonders held within the walls of the library. Happy children are naturally boisterous but there are no BE QUIET signs to be found in our Bookmobile. Most of our young patrons we know by name and what their special interests are so we try to keep them supplied with books on compatible subjects. We also show them how one subject relates to another so they can branch out - read, learn and not get caught in a rut. I tell them that reading is like eating - you have to have the promise of dessert to make the vegetables taste good. We feel that the relaxed atmosphere on the Bookmobile has encouraged the kids to read. On the Bookmobile they are treated as short people, not as children.

At most of our stops we have made friends with the pets of the patrons. In Unionville, a beautiful Newfoundland named Leroy greets us as we come up the canyon, then comes on for a snack and a snooze. He curls up behind the desk in the Bookmobile and stays with us until it's time to hit the road. On the Coyote Creek Ranch in Buena Vista Valley, two black kittens, Skunk and Tuffy, almost always rush down to be the first on the Bookmobile where they supply the staff with the warmth and affection only a kitten can impart. In Paradise Valley, the Justice of the Peace's dog hops on to wait for his mistress to come and pick up the kids. All the animals are welcome as long as they stay out of the way and are friendly. There is no greater way to raise a

person's hackles in the West than kicking their dog or throwing their cat around.

We have one patron whose family checks out so many books that when we pull up she loads the books in a wheelbarrow to get them back onto the Bookmobile. Another lady on one of our runs has been crippled somewhat by arthritis and can't get around too well. She pulls up to the window on the driver's side and passes her books through in baskets. We select the books for her and load her baskets and pass them back out. We may have the only mobile drive-up library service in the United States.

Earlier this year the Bookmobile staff was presented with two very unique research problems. Mrs. Noble, of Imlay, comes from one of this area's pioneer families dating back to the 1860's. She had obtained a picture of a rural funeral taken in the early part of this century which she and her family had been in attendance. She wanted to know how old she was in the picture. She knew that the man being buried was a prospector and she knew his nickname. We went to our microfilmed newspaper files of the Humboldt Star and with the clues provided and 30 hours of research were able to come up with the small article detailing the funeral. Staff had to look through 5 years of newspapers to find it.

The Bookmobile took on another extensive research project for Mrs. Hesterlee. She is Imlay's local historian and was doing a history of the small railroad town for its 75th anniversary. Many hours were expended getting much information from the newspaper microfilms dating from the 1860's to the 1930's.

Bookmobile service in Humboldt County and Pershing County continues at present, in spite of money problems, which constantly plague the program. In



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the not too distant future outside money sources for the program will run dry. Instead of looking for ways to continue the Bookmobile service, the people who come up with the ideas are looking for service ideas to replace it. Computers are being treated as the panacea for extending library services to rural area customers. This may be viable in some places, but out here in the West the selling point is in the personal, personable service the Bookmobile provides. The people we serve expect to deal with people, not computers with flashing cursors and green letters.

The cost per book is almost a dollar cheaper by Bookmobile than in a library but unfortunately the outlay for new equipment is great. Library buildings last forever but Bookmobiles wear down and wear out.

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## HUMBOLDT COUNTY BOOKMOBILE TOTALS 1980-1981

| MONTH | YEAR | ADULT | CHILDREN | TOTAL | PATRONS | MILES | # OF STOPS | BOOKS PER MILES |
|---|---|---|---|---|---|---|---|---|
| January | 1980 | 102 | 87 | 189 | 57 | 265.9 | 5 | 0.7 |
| February | 1980 | 194 | 496 | 690 | 275 | 996.7 | 11 | 0.7 |
| March | 1980 | 210 | 504 | 714 | 165 | 764.4 | 12 | 0.9 |
| April | 1980 | 232 | 394 | 626 | 224 | 930.4 | 14 | 0.7 |
| May | 1980 | 301 | 386 | 687 | 239 | 1,187.0 | 13 | 0.6 |
| June | 1980 | 175 | 152 | 327 | 101 | 1,016.0 | 12 | 0.3 |
| July | 1980 | 177 | 121 | 298 | 97 | 1,077.4 | 13 | 0.3 |
| August | 1980 | 110 | 71 | 181 | 36 | 351.5 | 6 | 0.5 |
| September | 1980 | 214 | 670 | 884 | 228 | 664.5 | 9 | 1.3 |
| October | 1980 | Bookmobile not in operation this month | | | | | | |
| November | 1980 | 210 | 598 | 808 | 235 | 845.0 | 11 | 1.0 |
| December | 1980 | 212 | 505 | 717 | 227 | 759.6 | 9 | 0.9 |
| TOTALS | | 2,137 | 3,984 | 6,121 | 1,884 | 8,858.4 | 115 | 0.7 av |
| January | 1981 | 191 | 521 | 712 | 226 | 930.6 | 10 | 0.8 |
| February | 1981 | 309 | 528 | 837 | 245 | 1,016.0 | 12 | 0.8 |
| March | 1981 | 329 | 550 | 879 | 275 | 1,016.0 | 12 | 0.9 |
| April | 1981 | 164 | 261 | 425 | 141 | 764.4 | 9 | 0.6 |
| May | 1981 | 204 | 305 | 509 | 171 | 845.2 | 8 | 0.6 |
| June | 1981 | 69 | 44 | 113 | 35 | 344.2 | 4 | 0.3 |
| July | 1981 | Bookmobile not in operation this month | | | | | | |
| August | 1981 | Bookmobile not in operation this month | | | | | | |
| September | 1981 | Bookmobile not in operation this month | | | | | | |
| October | 1981 | Bookmobile not in operation this month | | | | | | |
| November | 1981 | Bookmobile not in operation this month | | | | | | |
| December | 1981 | 10 | 14 | 24 | 16 | 188.0 | 1 | 0.1 |
| TOTALS | | 1,276 | 2,223 | 3,499 | 1,109 | 5,104.4 | 56 | 0.7 av |

## HUMBOLDT COUNTY BOOKMOBILE TOTALS 1982-1983

| MONTH | YEAR | ADULT | CHILDREN | TOTAL | PATRONS | MILES | # OF STOPS | BOOKS PER MILES |
|---|---|---|---|---|---|---|---|---|
| January | 1982 | 263 | 530 | 793 | 278 | 468.2 | 8 | 1.7 |
| February | 1982 | 255 | 745 | 1,000 | 314 | 952.8 | 8 | 1.0 |
| March | 1982 | 324 | 562 | 886 | 278 | 904.0 | 10 | 1.0 |
| April | 1982 | 274 | 551 | 825 | 326 | 1,354.5 | 14 | 0.6 |
| May | 1982 | 140 | 325 | 465 | 190 | 637.2 | 7 | 0.7 |
| June | 1982 | Bookmobile not in operation this month | | | | | | |
| July | 1982 | 96 | 33 | 129 | 40 | 480.1 | 6 | 0.3 |
| August | 1982 | 118 | 79 | 197 | 89 | 639.2 | 6 | 0.3 |
| September | 1982 | 369 | 843 | 1,212 | 367 | 1,360.7 | 14 | 0.9 |
| October | 1982 | 393 | 834 | 1,227 | 383 | 1,041.2 | 15 | 1.2 |
| November | 1982 | 66 | 294 | 360 | 148 | 283.1 | 4 | 1.3 |
| December | 1982 | 144 | 299 | 443 | 151 | 489.5 | 5 | 0.9 |
| TOTALS | | 2,442 | 5,095 | 7,537 | 2,564 | 8,610.5 | 97 | 0.9 av |
| January | 1983 | 367 | 678 | 1,045 | 269 | 1,171.2 | 12 | 0.9 |
| February | 1983 | 506 | 900 | 1,406 | 409 | 1,269.0 | 17 | 1.1 |
| March | 1983 | 722 | 864 | 1,586 | 473 | 1,384.3 | 17 | 1.1 |
| April | 1983 | 823 | 1,026 | 1,849 | 464 | 1,387.9 | 18 | 1.3 |
| May | 1983 | 532 | 795 | 1,327 | 465 | 1,253.2 | 16 | 1.1 |
| June | 1983 | 836 | 1,062 | 1,898 | 361 | 998.0 | 15 | 1.9 |
| July | 1983 | 641 | 726 | 1,367 | 363 | 813.7 | 13 | 1.7 |
| August | 1983 | 517 | 714 | 1,231 | 352 | 707.7 | 13 | 1.7 |
| September | 1983 | 825 | 1,236 | 2,061 | 596 | 1,545.5 | 19 | 1.3 |
| October | 1983 | 742 | 1,262 | 2,004 | 544 | 1,433.2 | 17 | 1.4 |
| November | 1983 | 818 | 1,292 | 2,110 | 462 | 1,086.9 | 18 | 1.9 |
| TOTALS | | 7,329 | 10,555 | 17,844 | 4,785 | 13,050.6 | 175 | 1.1 av |

## ... AND ELSEWHERE IN NEVADA

Anne Newhouse
Amargosa Valley Community Library
Amargosa Valley, Nevada

Amargosa Valley, Nevada, is rural in about every sense of the word! It is located about 100 miles north of Las Vegas, 20 miles from the Nevada Test Site and close to an hours drive from Death Valley, California. Amargosa Valley has a population of 1800.

The Amargosa Valley Community Library was instrumental in acquiring grant funds from the Fleischmann Foundation which helped build a community center. A portion of those funds was earmarked for the construction of a new library. With help from the school district, county and U.S. Government, a bond election was held to raise funds not covered by grant money. The election passed overwhelmingly in favor of the construction of the center - a new library, clinic and multi-purpose building. The clinic is now almost completed and the library and multi-purpose buildings will be started after the first of the year.

Since the 150-student school has no library, the Amargosa Valley Community Library also functions as school library, funded in part by a contractual agreement with the school district. The first use of the fledgling library by the school children was achieved by bussing the children from the school once a week. Bookmobile service was an invaluable aid at this time since book selection and quantity were very limited. Once the library was fully established in 1979, the service was discontinued.

Though still a relatively small library, it has come a long way since its formation in the fall of 1976 when a production of "Winnie the Pooh" performed by the Rainbow Company of Las Vegas, Nevada, was held in order to raise funds to purchase necessary materials to open the library. A total of $40 was realized and, though small, it was sufficient for a start. Housed in a portion of a barracks building acquired from the Nevada Test Site, it consisted of some shelving provided by a now-inactive group of citizens - the Death Valley Lions Club. Books to occupy this shelving were entirely from donations made by local interested patrons. Help for this ambitious enterprise was entirely volunteer and remained so for the next five years.

In 1978, the county was approached with a request for a more permanent building since its present location was a part of the Amargosa Valley Improvement Association, a local community group, and was used in conjunction with other community functions. A used 8 foot by 40 foot office trailer was made available to the library and this became their first permanent "home". All that was needed to get things rolling now was some funding. Again, the county was approached for aid and agreed to a $600 grant with a commitment of $400 annually thereafter. Also, the contract with the school district allowed a per-student fee to cover books and expenses.

By 1980, it became readily apparent that a new or larger library was desperately needed and, again, with the support of the county, construction of a 14 foot by 45 foot addition was started on a nearby county structure which housed the fire department. Included at this time was a small office for the Sheriff's Department. The new addition, which now houses the present library, was dedicated on February, 1981, with Governor Robert List officiating.

By mid-1984, the new home of the Amargosa Valley Community Library will be a reality with a total area of 2,000 square feet. The total book collection in the present library now exceeds 6,500 volumes. The school children now have access to the library on a daily basis and circulation averages 750 to 800 books per month.

During its relatively short history, the Amargosa Library has made quite an impact on the community by providing many and varied programs for the education and enjoyment of the residents. Especially notable was a fortepiano concert by Susan Duer, who is known throughout the United States. Also sponsored was a magic show, various dramatic performances and art shows, including two seminars by Lucile Spire Bruner, a noted Las Vegas artist. The annual summer reading program and story hour for the school children is provided during vacation time. Additional projects are planned for the future.

On file are various government documents to help keep the public aware and informed. A set of the Nevada Revised Statutes is available to the patrons; a complete holding of information on the testing activities regarding the proposed Yucca Mountain Nuclear Repository and various publications relating to the proposed pup fish refuge issue are also available.

Amargosa Valley has a large proportion of Hispanic people and, though there are Spanish books and publications available, there are plans in the near future to expand services to these people. Input will be readily forthcoming from the soon-to-be formed "Friends of the Library" which will include members of the Spanish community.

The Senior Citizens play a large part in this community and the Talking Book Program is being offered to those who qualify and would benefit. They

are being encouraged to use the library to increase their ideas for crafts and other projects they may plan for the future.

The library plans to undertake an oral history project which may turn involve the entire populace. This should be of benefit to everyone, both in information acquired as well as in the wealth of good feelings and communication. The recent acquisition of a portable video recorder/tuner and camera will aid this project.

The Amargosa Valley is an area where access to news and information sources is limited to television and one radio station. Until just recently there was no syndicated newspapers. Therefore, the Amargosa Valley Community Library has been required to obtain or have available a more extensive range of information on a variety of subjects than would usually be expected of a small library. It also serves as a resource center for the local mining and agriculture industry, teachers, community organizations and the general public.

The library is a vital link with the development of the community. There is a strong future for both.

## STRETCHING: MAKING A LITTLE MONEY GO ...

Irene Martin, Librarian
Skamokawa Library
Skamokawa, Washington

Money. Don't we all wish we had more, especially in a small town or rural library, where budgets have been strained so greatly in recent years. A comment recently heard at a rural librarians' gathering indicates that as libraries go broke, librarians become bitter and burnt out. The three "b's" which relate to yet another "b", the budget.

What can be done to turn this situation around? Rural libraries are actually more flexible than the larger urban library in that there is a substitute available for cash, and that is time. Not necessarily your time, except in organizing people to help. Rural areas have a history of citizen activity and volunteerism, and with a rethinking of a library's direction, the time people are willing to donate can be used to find ways to assist financially.

Although there are a number of publications available which give valuable aid in saving dollars, (some are listed in the bibliography), it is not possible for a rural library, historically understaffed, to carry out all of the suggestions offered. A Friends group is, of course, one of the ways in which libraries have marshalled the assistance of interested volunteers, but there may be others who will help. Thinking through the library's priorities, and approaching individuals and groups with special interests, is a way of

getting things done without necessitating a large cash outlay. A number of examples of this creative process of matching people with library needs is given below.

What local organizations meet regularly in your building? Why not ask them to donate funds for purchase of materials in their area. For example, if there is a local kite-flying club, why not suggest that they purchase books on kite-flying for the library. Or suggest that money be donated to the library for purpose. An added advantage is that groups such as this one will begin to think of the library as a place which relates to their own interests, and not just a meeting room.

Similarly, the local Marine or Agricultural Extension agent should be asked to keep an eye out for free or low cost materials. If they know what your library is specifically in need of, in areas such as small business, animal husbandry, pet care or consumer issues, they can frequently provide excellent materials.

Sales of used materials, or trade-ins of paperbacks for new or used materials, are two ways often cited in which money can be saved. Try going one step further, and ask the bookstore owner to watch for materials for you. Used book stores should not be shunned. The help of the bookstore staff should be enlisted to ensure that you are notified when books in subjects you are interested in come in.

Be on the lookout for used equipment and machinery. Sources include federal and state surplus property warehouses, auctions for companies going out of business, and secondhand stores. While you cannot hope to attend all of these functions and peruse all of these places, the auction house may be willing to keep you informed, as may the owner of the local second-hand store,

when something you need comes in. Items which are particularly good buys are used file cabinets, office furniture, and paperback shelving and display racks. Obviously, you need to make the final determination as to whether your library is going to purchase an item, but it helps to know what is available.

Cooperate with local organizations when for special projects. For example, the local museum or historical society might be willing to help in preparing an index to a local history collection. Often, volunteers can be found to type index cards, assist in inventorying a collection of newspapers, or sorting and labeling photographs. A local garden club might be willing to rejuvenate neglected library grounds as a civic benefit. Ask a couponing club to save labels for a project such as the Campbell's "Labels for Education" program. A local service organization might be interested in a drive for recyclable materials, such as aluminum or newspapers, with proceeds to go for library materials in the subject area of alternative energy.

Rural libraries are typically under-represented in grants received from both private and public sources. No project is too small for funds, if it is worthwhile. Many granting agencies, in these times of small budgets, look more favorably upon smaller requests, as it allows them to get more from their own budget. Check upon grants for specific proposals, such as indexing a newspaper instead of a whole collection, or creating a local history collection in one specific area, such as logging or mining, rather than trying to get enough money to index the entire local history collection. Your chances of completing the work are better if it is accomplished in small increments, rather than attempting to get funding for one large project which will strain resources already overtaxed.

Sometimes, the act of writing a grant proposal, time-consuming though it may be, will focus the library's request to the extent that different agencies will fund different portions of an application. For example, a grant written by a small public library for funds for constructing a meeting room, purchasing audio-visual equipment and weatherizing the existing building was rejected. However, sufficient publicity was generated locally that the weatherization program was funded by another agency. The purchase of the needed equipment was made possible by both private individuals and local service organizations.

Finally, use the library. Use it to look up sources of grants, articles on fund-raising, and to act as a repository for this kind of information so that other local groups and individuals interested in finding ways to generate funds will look to you for assistance. Let your state library know what your needs are, and keep up your contacts there in order to keep informed as to what help is available. Although it may sometimes seem like it, you are not alone. There is guidance available.

The premise of this article is that "time is money." Many people have already used their time to describe ways to raise funds, to manage a tight budget, and many others are willing to give of their time in order to help libraries faced with financial problems, and will consider it a privilege. By creatively thinking through what your needs and desires are, and combining forces with groups and individuals in your community and beyond, library service can flourish despite cutbacks and tight funds.

PUBLICATIONS TO START WITH

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# UPDATE: RESEARCH & RURAL LIBRARIES

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## Introduction

The presentation on rural library research in this article covers the status of rural library research, summarizes some data from a few studies, and covers some ongoing studies, and plans for future studies. To some extent it will concentrate on the research done at The Center for the Study of Rural Librarianship and for the Rural Library Services Committee of ALA.

There are two contrasting views of rural library research that need to be mentioned. The first of these is that there has not been much research done on rural libraries particularly at the national level. On the other hand, one may think of the great bulk of library literature that exists and of the many reports done by the various state libraries and by other agencies. Surely, someplace out there, the data must have been collected, tabulated, and analyzed, even if it exists in many separate reports, to tell us everything we need to know about rural libraries in the United States.

There is probably an element of truth in both of these views.

It is certainly true that the definitive study of rural libraries is yet to be done, although a number of useful studies have been completed. It is also true that a number of library studies that are not devoted solely to rural libraries contain useful information, although it is not always possible

to sort out the rural component. Some of the major problems in trying to use the studies that have been done is that the studies have asked different questions, collected data in different ways, and used different definitions of rural if they separated rural and urban libraries at all.

Here are some of the studies that have been done.

Summary of Research Projects

The National Rural Community Facilities Assessment Study: Pilot Phase by Abt Associates for the Farmers Home Administration. This project defined rural as communities of up to 50,000, and examined accessibility based on distances travelled by patrons; capacity of the library (seating, staff size, number of books, etc.); condition of the building (measured by age of building and plans for renovation). The Pilot study looked at 25 communities in nine states.

Unfortunately libraries were dropped from the full study, so that all we are left with are the data collected in the pilot study. Some of this is of interest such as that fourteen of the 25 libraries were built before 1930. One of the major conclusions of the Pilot study was that on a whole rural library service is generally adequate.

Terry Weech of the School of Library and Information Science, University of Illinois at Urbana, in reviewing the pilot study has suggested that since Abt Associates used mainly generally accepted library standards, and found the rural libraries studied generally adequate, that perhaps library standards are so low that other professionals can't take the standards seriously. Weech discussed this study and other rural studies in a paper presented at the Rural Library Services Committee Porgram in Philadelphia for the Annual ALA Conference in 1982. He also reviewed the literature of rural sociology and

other rural studies and found libraries almost always missing from recent studies in these areas.

The National Center for Educational Statistics Survey of Public Libraries, 1977-1978 was based on a sample of 1,505 drawn from a population of 8,456 public libraries in the 50 states and the District of Columbia. The response rate was 87.8 percent or 1,315 libraries. A fairly complex formula was used to provide adequate representation for libraries serving different population sizes. The basic areas of investigation included:

1. library collections
2. staffing
3. expenditures
4. receipts
5. loan transactions
6. physical facilities

Breakdowns are given by region, population served, and whether or not the library was in a standard Metropolitan Statistical Area (SMSA).

This study contains a wealth of data about public libraries in some thirty detailed tables. I will only mention a few of the findings:

1. Of 8,456 public libraries only 778 serve populations of 50,000 of more. 7,678 libraries serve populations of under 50,000.
2. 2,957 libraries are located within a Standard Metropolitan Statistical Area. 5,499 are located outside an SMSA.
3. All public libraries had a total of 38,702 professional staff members. About 28,400 professional staff members worked in libraries within a SMSA, while only about 10,300 were in libraries outside a SMSA. The total public library professional staff is

highly concentrated in urban areas. Small libraries also had a much higher proportion of professional staff without the graduate degree. Of the approximately 10,300 professional librarians in libraries outside a SMSA, only 3,134 had a graduate degree in 1978.

4. Sixty percent of all public libraries spend less than $50,000 per year.

These brief highlights only give a hint of the contents of this important report.

The National Rural Library Reference Survey was conducted by the Center for the Study of Rural Librarianship in 1981 under a grant from the H.W. Wilson Foundation. Our definition of rural was a city population of under 25,000. Using this population maximum, a systematic sample of 1,111 libraries was drawn from the American Library Directory and detailed questionnaires were mailed to the libraries. There were 666 usable responses returned by the fall of 1981. Here are a few of the summary statistics:

1. The mean budget was slightly over $82,000.
2. Thirty-nine libraries had budgets of over $250,000; 135 libraries had budgets of under $5,000. Nearly half of the libraries had budgets under $30,000. Eighty percent of funding was local.
3. Multi-county systems were most common with 231 libraries. Only 71 libraries were not members of a system.
4. Approximately half of the libraries did not have a librarian with a Masters of Library Science degree.

5. The mean number of reference/directional questions per week was 260. Somewhat less than half of the libraries reported under 50 questions handled per week. The two most common types of questions were school related and ready reference.

6. The average maximum travel distance for patrons was fourteen miles. The average travel distance to a city of over 25,000 was forty miles. Nearly half of the respondents reported no other types of libraries in their service areas except for school libraries.

7. Most libraries had typewriters and telephones and over 70 percent had photocopiers. But only 19 used OCLC directly; only 18 had microcomputers; only two used Lockheed's DIALOG system. No libraries reported using Orbit, BRS, the Source, COMPUSERVE, Research Libraries Network, or Washington Library Network.

If technology is a major tool for overcoming isolation and limited resources in rural libraries, it was certainly not in place in 1981.

The Rural Librarians Survey was conducted by the Center for the Study of Rural Librarianship in December 1982. A random sample of 119 libraries was drawn from the American Library Directory. The survey was conducted by telephone interviews of head librarians and produced 82 completed questionnaries. Again the definition of rural was location in a community of under 25,000. Some of the general information collected is summarized here:

1. Mean city population was just over seventy-five hundred, while the mean service area population was just under 20,000.

2. Half of the librarians had a masters degree although three of these 41 librarianm didn't have degrees in library science.

3. The mean annual salary was $14,730.

Most of this study consisted of questions dealing with the librarians attitudes toward various organizations that might serve to reduce the isolation of rural libraries.

These organizations were: The American Library Assocation, state library associations, library schools, and the local library system. The organizations and agencies listed in order from most important to least important to rural librarians were:

1. The Library System
2. The State Library
3. The State Library Association
4. The Library Schools
5. The American Library Association

Without going into details, the differences were very large with the local library system and the state library close at the top and the library schools and ALA close at the bottom. The State Library Association fell in the middle position.

Current and Future Research

The Center for the Study of Rural Librarianship currently has two surveys in progress:

1. a survey of combined school-public libraries, and
2. a survey of state libraries on education for rural librarians and applications of modern technology in rural libraries.

The Rural Library Services Committee of ALA is working on a major national survey of rural libraries. Dr. Lisa deGruyter of the Blue Grass Regional Library, Columbia, Tennessee is the chief drafter of this research proposal. The Rural Library Services Committee is requesting ALA approval to seek outside funding for this project. Professor Weech is currently compiling a list of rural library researchers for the Rural Library Services Committee.

Conclusions

Here are some brief conclusions. There are a great many rural libraries in the United States, probably over 5000. As of the late 1970's, well over half of all public libraries had total budgets of under $50,000 per year.

If we only look at libraries in cities of under 25,000, about half have budgets as of 1981 of under $30,000.

Rural libraries have been very slow in adopting modern technology to overcome rural isolation and limited local resources.

About half of the rural libraries do not have a single MLS degree-holding staff member.

The major elements put in place to assist rural libraries are systems and state and federal aid distributed through the state library agencies. We could certainly use more information about just how effective rural library systems are in strengthening the services of rural libraries. It is obvious that state and federal aid added to local resources have not been sufficient to allow rural libraries to employ professionally educated staff or to begin to use on-line information systems or other forms of modern technology.

Finally, it appears that a great many of our public libraries seem to be trapped by inadequate resources in a state of genteel poverty. The question remains then whether resources can be brought together to strengthen rural

libraries. If stronger resources are not to be had, then there is a danger of technological obsolescence becoming social obsolescence.



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## THREE TYPES OF LIBRARIES SERVE RURAL PATRONS

John Houlahan

We are all sitting in a waiting room about to witness the birth of rural library service as a viable and important member of the library family. The child, Rural Library Service, that is to be born will face a world with a harsh and sometimes hostile environment. The realities that confront the newly born are problems of definition, organization, needs assessment, social forces and the library establishment.

Abandoning the medical metaphors let us examine each of these rural realities beginning with defining rural.

Rural can be defined in three major ways: by location, by vocation and by culture.

As a location, rural is frequently defined in terms of a community with a population no greater than a specific limit. However, the size of this limit differs significantly. The U.S. Census Bureau limits rural to communities of 2,500. The Library Services & Construction Act (LSCA) uses 10,000; The Center for the Study of Rural Librarianship uses 25,000; the National Rural Center, 50,000 and some agencies use the non-metro 100,000 population as a cut off point.

In defining rural in terms of vocation Encyclopedia Britannica states that field activities require relatively high ratio of land per person.[1] A population that is engaged in such activities as the production of foods, fibers and raw materials can be considered rural.



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The Library Services and Construction Act (LSCA)

Culturally, rural is best described as "you can take him out of the country but you can't take the country out of him." This rural identity leads to "rural library" problems in the Appalachian-settled neighborhoods of such urban giants as Cincinnati and Chicago.

The library community, in order to identify and meet rural needs, must come to a clearer and better understanding of the dimensions and scope of rural library problems. The American Library Association, perceiving rural issues to be simply a public library problem, has delegated rural library concerns under the heading of Public Library Association's Small and Medium Sized Library Section's Rural Library Service Committee (PLA/SMLS). However, rural library service is not simply restricted to public libraries in small American cities. It is also a concern of schools, colleges and universities, and special libraries worldwide.

There are three types of rural libraries simply referred to here as RL 1, RL 2, and RL 3. RL 1's are public libraries located in small rural communities. This kind of town that was humorously described in the Des Moines Register on January 29, 1979. The Iowa newspaper ran a contest in which readers were to respond to the phrase, "you can tell you're in a small Iowa town when..." Winners responses included, "...when you don't need to use your car's turn signals because everyone knows where you're going"; "...you're born on June 13th and receive prizes from the merchants for being the second baby of the year"; "...3rd street is on the edge of town".

RL 2's are libraries other than public libraries set in rural areas. These include schools, colleges, and special libraries.

RL 3's are agencies that support the work of the local rural library and also serve patrons primarily through bookmobile and mail-a-book programs, interlibrary loan and backup reference service and special collections. Examples of RL 3's are county, regional and state libraries.

The recent interest in rural libraries has centered on RL 1's. The Center for the Study of Rural Librarianship in Clarion, PA has been one of the leading forces in the rural library movement. Through grants, such as those from the Wilson Foundation, the Center conducts workshops, publishes the journal Rural Libraries, and conducts research particularly in the area of information and reference services.

PLA/SMLS Rural Library Service Committee, during its 3 years of existence, has focused primarily on RL 1 libraries. At the 1982 ALA annual conference the committee approved a 5-year plan with heavy emphasis on research, education and a mission to represent rural interests within the library community.

NCLIS has sponsored studies on the information gathering patterns of farmers, sponsored an exhibit of a "tomorrow" rural library at an International Futurist Conference and have explored ways for rural libraries and extension offices to work together. In its 3rd year the Rural Library Service Newsletter published at the Northwest Regional Library, Sioux City, Iowa covers rural news, information, and tips pertinent to library services and operations.

Little attention has been given by the library community to the problems of RL 2 libraries until recently. Two examples are: "Law Library Services to Rural Lawyers: The Saskatchen Approach" Douglas T. MacEllven, Law Library Journal, Summer, 1980, pgs. 611-624; and "Delivery of Health-Related

Information to Rural Practioners." Ann W. Kabler, Bulletin Medical Library Association, Oct. 81, pgs. 382-386.

RL 3 or the support agencies may be the most vulnerable of the rural libraries because of their frequent dependency on federal funds. A major concern to them and the local library is: what contingency plans are being developed and conceived at the national, state, and regional levels to continue services to rural communities in the event that federal or state support is greatly reduced or even eliminated?

While the differences in rural libraries are clearly overlooked by the library community, even less is known about the information needs of the rural patron. Frequently when conversing with urban librarians about rural libraries they inevitably will ask, "Isn't the extension office handling that?"

While Extension does provide useful and helpful services in farm management, soil testing, home economics and other farm and home related programs, the Extension Office is not the end all or be all in information delivery to the rural community. The Extension Office is known for its agri-related services. However, the farmer which they serve represents only one-sixth of the total rural population.

To provide effective library service, one must know the information needs of its community. In "Library and Information Service Needs of the Geographic Remote," authors Ann Hayes Dennan and Anne Shelby wrote: "Significant differences exist between urban and rural areas in life styles, attitudes, and values." They enumerate twenty-three distinct economical, political and sociological areas that shape the information needs of the rural patron.

While the identification of informational needs is essential to providing satisfactory library service, another equally significant component to a successful service formula is competent and properly trained personnel. In "Developement of Adequate Library Resources in Rural Communities" (College and Research Libraries July 1947,) Ralph Dunbar[2] quotes a committee of the American Country Life Conference: "...the librarian for a rural community should have had fundamental training in rural sociology and economics and a thorough acquaintance with the literature of rural life and problems." Dunbar goes on to quote J. H. Kolb, "...a rural library can be a library only when a person, carefully trained and highly sensitive, lives and works in the midst of rural life."

Hayes & Drennan elaborate on this further: "The use of trained indigenous paraprofessionals has been shown to be more effective in dealing with rural people, particularly the disadvantaged, than either professionals indigenous to the area or professional or nonprofessional 'outsiders'. Given the shortage of professionals, the needs for employment and personalized services, and the proven effectiveness of indigenous paraprofessionals, the logical model is a number of paraprofessionals working with one professional, the latter responsible for locating information and organizing services, the former for the transfer of information."[3]

While the need for rural-trained librarians has been recognized periodically over the past forty years, professional efforts instead have generally supported interlibrary loan projects, incentive grants, material purchases, and training which emphasized basic library skills rather than rural education. The interlibrary loan programs, while popular with the library community, commonly contributed only about 1-2% of the total local

circulation. Training efforts have usually been 1 hour, 1 day or 1 week seminars on basic library skills. Some seminars have the strange twist of having teachers, the facilities and even the meals graded while the students' knowledge goes untested.

Futhermore once the federal and state support is withdrawn these programs frequently die. In 1963 some seven years after the implementation of LSA, the staff of the Library Services Branch, U.S.O.E., wrote ...when federal funds have been withdrawn, it has not been uncommon to find that the quality of service as measured by materials added, personnel skills available, and physical facilities has declined still further.[4]

Recently a state with a large rural population completed a $500,000 three-year LSCA automation project. The pilot project allowed selective rural libaries to experiment with OCLS's interlibrary loan and cataloging systems. One wonders what the impact may have been on that state's rural libraries if the monies instead had been used in providing $5,000 college scholarships to 100 rural librarians.

Jesse Shera in Foundations of the Public Library observed that libraries are distinctly an urban phenomenon. Thus it should be no surprise when rural libraries fail against the yard sticks of the urban library. Libraries may fail in rural areas but there is a need for rural library service to flourish. What that service is to be is dependent on competent personnel and knowledge of the information needs of the rural patron. Turning to Shera again, paraphrasing the concluding paragraph of his book: only when the rural library practicioner understands the goals of the rural community can rural library service be precisely defined. Then the rural patron will be properly served.[5]

FOOTNOTES

1. Encyclopedia Britannica. 1975 ed., Vol. 16: 25.

2. Ralph Dunbar. College & Research Libraries, July 1947.

3. Hayes, and Drennan, Library & Information Service Needs: 184.

4. "Library Services Act: Progress Report," Bowker Annual 1963: 122.

5. Jesse Shera. Foundations of the Public Library.

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# INDUSTRIALIZATION OF RURAL AMERICA

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Revolutionary War soldier - farmer would recognize only a few of the tools and none of the machines on a modern farm today. A technological revolution of great magnitude has taken place in rural America. Our revolutionary period visitor could not help noticing that in today's world, 74%, or three out of four of the population live in urban areas and only 26% live in rural areas. In 1790, 5% were urban dwellers and 95%, nineteen of twenty, were rural dwellers. How this "Industrialization of Agriculture" took place and what it means for our cultural and technical existence in America is the subject of this paper.

In the 19th century, one major thrust of agricultural change consisted of innovations designed to increase the average yield that could be cultivated by a single farmer. For example, in the area of labor - saving and land - using mechanical devices, horses were substituted for oxen as more efficient sources to move new machinery, and barbed wire in the West made practical the highly land-intensive techniques of raising livestock. And, of course, in the South, the cotton gin allowed the planting and harvesting of more acreage.

The second major change areas was in trade and transportation. For example, by making possible trade over a wide area, reductions in transport costs made possible new patterns of regional specialization in agriculture,

according to which each region can concentrate on those agricultural products best suited to the unique conditions of soil topography, rainfall and other factors. One of the great gains to the American economy in the last century was this pattern of regional specialization in agriculture. It was made possible by a sequence of transporation improvements, i.e., canals, steamboats, and especially railroads.

The turn of the century and the end of World War I saw the United States emerge as the greatest of the industrialized nations. Of all the technological and economic wonders of the time, the automobile was in the vanguard. And in rural America the introduction of the tractor is often considered as a major turning point. The introduction of the tractor freed approximately 90 million acres of land, because a farmer does not have to grow hay and oats for an internal combustion machine. Important transportation advances came in 1921 when Congress passed the Federal Highway Act which provided federal aid for state roads, and in 1923, when the Bureau of Public Roads planned a national highway system.

The Depression of the 1930's and the policies of the New Deal set rural America on the path it would follow through World War II. Rural America was hardest hit by the depression because of the drastic decline in the price of goods sold; the mounting surplus of agricultural products; the amount of debt incured during the twenties by the farmers (purchase of machinery to modernize); and by the inability of rural banks to extend credit and prevent mortgage foreclosures.

One of F.D.R.'s first controversial New Deal measures dealt with the farmer - the Agricultural Adjustment Act of 1933. The AAA provided that the government would pay subsidies to farmers to reduce their acreage and farmers

would receive payments based on parity, a system of regulated prices for corn, cotton, wheat, rice, hogs, and dairy products. The second AAA passed in 1938, continued parity payments which lasted until 1970. In June of 1933, Congress passed the Farm Credit Act, which provided short and medium term loans to farmers needing to refinance a mortgage.

The establishment of the T.V.A. and the Rural Electrification Administration (REA) constituted a political and technical revolution. The Tennessee Valley Authority (TVA) established during the first one hundred days had far-reaching implications for rural America. It established a broad program of forty-seven dams for flood control and the generation of hydroelectric power; began reclamation and reforestation programs; produced nitrogen fertilizers and nitrate explosives; and began the improvement of navigation by digging a 650 mile channel from Knoxville, Tennessee to Paducah Kentucky. Nearly 57% of T.V.A. output of electricity goes to the rural electric cooperatives - which brings us to the electrical revolution.

In the mid-thirties, nine out of ten rural homes were without electrical services. Today 98% of the nation's farms have electric service. What happened? In May, 1936, the Rural Electrification Act was passed which continued the R.E.A. originally established by F.D.R. in 1935. The Act provided for federal assistance to locally owned rural electric cooperatives. This included loans to non-profit farmer-owned associations. The loans were guaranteed at 2% interest. The R.E.A. was a tremendous success; only two co-ops have defaulted on their loans.

In 1944 Congress passed the Case Act, authorizing the R.E.A. to continue indefinitely, reestablishing a fixed rate of interest at 2% and a fixed repayment schedule up to 35 years. The clear intent of the legislation was to

electrify all of rural America and since 1950, all loan contracts have contained an "area coverage" agreement, requiring the borrower to serve all within its area, no matter how sparsely populated. The R.E.A. was kept busy. In 1940, $100 million was advanced in loans, in 1946, $300 million and in 1949, telephone wiring loans were added, and in 1969, $6,985,363,485 approved for loans to 1,100 rural systems, to build 1,660,527 miles of line and other facilities to serve 6,737,301 consumers. In other words, about 25 million people living and working in 2,600 of the nation's 3,072 counties depend on the rural systems for their electric services. There are today 985 R.E.A. cooperatives. After 1973 the R.E.A. guaranteed loans to rural electric systems but all funds come from private sources, now at 5% interest. The significance of this electrification of rural America is that it has broadened the tax base in rural counties and created an entirely new market for electric appliances and equipment estimated at 2½ billion dollars annually.

Because of electrification and World War II, the 1940's saw the most dramatic improvement in agricultural productivity. This era is called the "Second Agricultural Revolution" by Wayne Rasmussin, an authority on agricultural development. This revolution was not the result of adapting one tool or technique, but rather it came through farmers adapting what has been called a package of agricultural technology or "The Systems Approach" to the improvement of productivity. For example, with electricity farmers could run useful devices of all kinds, including not only electric lights but also milking machines, feed grinders and pumps. Plus, other changes included the controlled application of lime and fertilizer, soil - conservation techniques such as the planting of cover crops, irrigation where necessary, the creation of improved varieties of plants and breeds of animals, the adaption of hybrid

corn, the formulation of more balanced feeds for livestock, the more effective control of insects and diseases, and defoliants. This mechanization was extended to animal husbandry, particularly in the greater production of eggs, chickens, milk, hogs and cattle.

It took the war and accompanying shortages of farm labor, high prices for farm products and an enormous demand for farm products to accelerate the transition from the family - owned and operated farm to the large scale, mechanized agribusiness dominated by banks, insurance companies and farm co-ops. In economic terms: from 1940 - 1945, the value of American agricultural machinery rose from 3.1 billion to 6.5 billion and the average acreage per farm jumped from 179 to 195. The rise of the new machines and fertilizers boasted farm output per man hour by 25%. At the same time the farm population fell from 30.5 million to 24.4 million.

After the war, the trend toward economic consolidation continued. Between 1945 and 1970, new machines such as mechanical cotton, tobacco and grape pickers and crop dusting planes revolutionized farming methods and increased use of ferilizers and pesticides. This raised the cash value of farm output by 120%. Meanwhile labor productivity tripled, and the labor force shrunk by 56%. This consequent improvement in profitability drew large investors into agriculture. Average acreage per farm jumped from 195 in 1945 to 450 in 1980. The value of the farm also skyrocketed.

In many cases only banks, insurance companies, established family farms and other large businesses could afford the necessary land, machinery and fertilizer. The farm population took a dive from 23 million in 1950 to 6 million in 1980. Many went to the cities - often to impoverished or bleak situations; others are now among the rural poor. Of the rural population

25-30% are poor, whereas 15% of the urban population are poor.

A key economic concept to consider is that however small the proportion of the total labor force remaining in agriculture is, it should not be taken as an index of the total resource commitment of the economy to the production of agricultural goods - meaning that the growing output of American agriculture has been achieved by technological advances embodied in the inputs that the farmer now purchases from the machinery, chemical, feed-processing and related industrial sectors such as telephone and electric power.

In the early 1980's there are some who indicate that agricultural productivity may have reached a plateau because approximately the same total acreage is being farmed.

What is considered surprising is that the rural population has increased faster than the urban population in the past ten years. However, many of these people who have departed the cities are actually living a suburban life in areas formally classified as rural. There is only a slight increase in the numbers of people living on farms.

Some forecasters predict that all farming will be in the hands of three or four corporations by the year 2,000, with soil preparation, seeding, cultivating and harvesting being almost entirely mechanized. They see wider development of hybrid varieties of wheat, barley and soybean; higher protein content in grains, insect-resistant plant varieties, improved breeding practices for beef cattle; greater feeding efficiency and double cropping. Also the application of the computer farm management is seen as a powerful factor, leading to more efficient management of machines and energy. It should help in other farm operations, such as cost accounting, mixing feed and deploying fertilizers and other resources efficiently. Some regard increased

irrigation, soilless or hydroponic farming, the desalinization of seawater, the use of plankton as food, and the growing of edible protein on petroleum as necessary to maintain the world's population of the future.

Uncertain are the problems that may arise from this extreme specialization of much agriculture. Such specialization increases vulnerability to outbreaks of plant and animal diseases. The increased productivity that benefits so many carries with it great dependence on and responsibility of science to cope with so many inherent risks.

To summarize, we have seen that the Industrialization of Rural America has:

1. Demanded better farm management for the efficient utilization of capital-intensive equipment with resultant huge leaps in productivity.
2. Reduced drastically the opportunity for private ownership in farming and thus we have agribusinesses.
3. Dispersed pesticides throughout our environment.
4. Saw many small towns and rural social institutions disappear.
5. Increased efficiency and lowered the overall price of food in the United States.
6. Increased the disposable incomes of the surviving farmers.
7. Saw subsistence farmers all but disappear.
8. Left many rural poor.
9. Increased our national rural-urban dependence on science and technology.

# WANTED

## REGIONAL REPORTERS

**RURAL LIBRARIES** is looking for more direct input from people involved with rural library development.

We are soliciting Regional Reports on all aspects of library service in small or rural libraries. Appropriate reports will be published in RURAL LIBRARIES.

Possible topics to report on include:

- Grant Programs
- Outreach Strategies
- Cooperative Ventures
- Community Analysis Projects
- Publicity Ideas
- Concerns/Problems & Solutions

If you, or anyone in your system, is interested in cooperating in this venture to share ideas, programs and problems, write to us.

EDITOR - RURAL LIBRARIES
Center for the Study of Rural Librarianship
Clarion State College
Clarion, PA 16214

# THE CENTER FOR THE STUDY OF RURAL LIBRARIANSHIP

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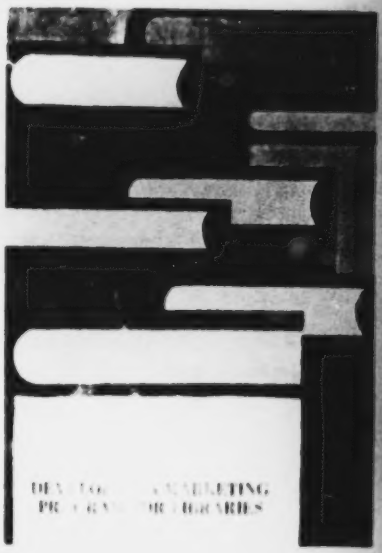

The Center for the Study of Rural Librarianship is committed to stimulating the development of rural library services. Recognizing the importance of the rise of the marketing movement in American public libraries, the Center is pleased to make available this guide of marketing procedures. Developed for librarians who have enthusiasm but, perhaps, limited experience, the work reviews in a readable, step by step manner the complete sequence of activities for effective program development. Dr. Grunenwald's work, with its clear examples applicable to libraries, provides a solid base of information.

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At last!! A publication which details the state of the art of reference service in rural America. This study provides a total profile of staffing, services and problems endemic to libraries serving communities of under 25,000. Based on a national sample this report is arranged nationally, regionally and by size of service area. REFERENCE SERVICE IN RURAL PUBLIC LIBRARIES is a solid base of information in a rarely explored but rapidly expanding area of interest.

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The following Bibliographies are available from the Center at a cost of $1.00 each.

1 "Books and Theses Relating to Public Libraries: A Selected Survey"
2 "Reference Librarianship and the Small Library: A Selected Survey"
3 "Rural Library Service"
4 "Books and Articles Relating to Community Development and Community Analysis"
5 "School-Public Library Cooperation"
6 "Public Relations and the Public Library"
7 "Administration of the Small and Medium Sized Library"
8 "Library Networking and Interlibrary Cooperation"
9 "Books by Mail and Bookmobile Service"
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The Center also publishes a semi-annual journal RURAL LIBRARIES which is available for $3.00 / issue or $6.00 / year.

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# rural libraries

vol. V no. 1 1985

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# rural libraries

a forum
for
rural library
service

CENTER FOR THE STUDY
OF RURAL LIBRARIANSHIP

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RURAL LIBRARIES, a publication of the Center for the Study of Rural Librariansnip, Clarion University of Pennsylvania, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts should be addressed to Ms. Rebekah Sneller, Editor; correspondence relating to subscriptions should be directed to Subscription Manager.

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Subscription rates are $3.00 per issue; please make checks payable to Clarion University Foundation.

Center for the Study of Rural Librarianship

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"READING RAILROAD" or THE SEARCH TO SERVE
CHILDREN WITH WORKING PARENTS

Rebekah Sheller
Youth Services Librarian
Lewis & Clark Library
Helena, Montana

In Lewis & Clark County, Montana there are 3,500 pre-school aged children, yet only 40 to 60 attend story time on a weekly basis.

In fiscal 1985 the average cost of children's books was ten dollars. In 1983 there were 2,500 titles published for children.

Three interesting but unrelated figures, you are thinking. Not necessarily so. There are more books to choose from, the bookstores (and grocery stores) promote "Kool-Aid" books (my term for Strawberry Shortcake and Care Bears type material), people have less time to choose books and lack the expertise to make good choices. Combine these figures with the fact that many young mothers are working outside the home and you begin to see why this library in Western Montana was challenged to rethink its traditional programing for young children.



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In an attempt to reach children of working parents the library offered an evening story time during the winter of 1983-84. It was not entirely successful. Cold weather has adverse effects on our Thursday morning storytime and the evenings were even more afflicted by the cold. After the evening story times ended many of the parents were able to bring their sons and daughters to the morning storytime, so obviously we were not reaching the audience intended.

The library circulates an average of 2,500 children's picture books a month, so we know parents and children are visiting the library and reading at home. We wanted to assist these parents in their selection of books, attract new patrons to the library, and fit this all into the patrons' schedule, instead of forcing them to meet the library schedule.

What we came up with (borrowing an idea used by the Kent County Library System in Grand Rapid, Michigan) was "Reading Railroad".

The purpose of the project called Reading Railroad is to encourage parents to read aloud to their preschool children, and to acquaint parents and children with a wide variety of picture books, fairy tales, nursery rhymes, poetry and non-fiction books.

To run this railroad the library needed capital.

Expenses would be incurred for promotional materials, book marks, reading lists and other hand outs. Because the theme of the project was railroads, we assumed an interest would be generated in trains, or rather books about trains.

Like most libraries this city/county library does not have an abundance of money - not for setting up programs and not for additional (superfluous) books.

The Youth Services Librarian decided to request grant money from the Burlington Northern Foundation, assuming since the project dealt with railroads, and the BN Railroad is a major industry in Montana, its foundation would be interested in children interested in reading about trains.

Her assumption was correct! The Burlington Northern Foundation awarded an $800 grant to LCL; the library matched that with a $550 committment of staff time and library resources.

Reading Railroad "left the station" during Children's Book Week, November 1984 and has been running steadily, but slowly since then.

The library publicised the Reading Railroad with announcements on the radio and a story in the newspaper. Red and white posters were distributed around Helena to places frequented by people with small children, such as day care



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facilities and doctors offices, plus grocery stores, the shopping mall, and downtown.

Children's Book Week came and it was time to sign up. The library showed a movie, "What's So Great About Books?" (borrowed through Interlibrary Loan from the Boise, Idaho library. The cost of renting the film was payed for by grant money.) The movie was shown three times to accommodate different schedules.

There were 14 people who signed up the first week. One important aspect of Reading Railroad is that it is geared for the public, and not for the library staffs' convenience. Thus, people can sign up for the program anytime.

The staff at the Information Desk (we do not staff the children's area - not enough staff) signs someone up for Reading Railroad explaining these details: the parents read aloud to their child (we suggest 15 minutes daily) from a list of suggestions we give them, keeping track of the books on a simple chart. When one chart is completed (10 books read) the child receives a train car to color. Each visit they get a different car - an engine, coal hopper, box car, etc.

The suggested reading lists change on a monthly basis. (At first we changed the list every two weeks, but monthly seemed to be sufficient.) We made very general suggestions,

such as share an alphabet book or share a book about dinosaurs. Book marks listed many of the suggested fiction titles, and Information Staff made suggestions, or helped locate, non-fiction titles. Part of the idea of Reading Railroad is to introduce the children and their parents to different parts of the collection and different areas of the library (Children's non-fiction is shelved with adult non-fiction). After the children have "read" 60 books, and received 6 railroad cars to color they are finished with Reading Railroad. Hopefully, the reading aloud habit has been established and will continue. Also, the staff hopes people are into the habit of coming to the Information Desk for assistance. (Not everyone realizes we help children as well as adults at our one Information Desk.)

It may seem that $1,300 is an awful lot of money to run a program for preschool children. But there are other things to consider. First, half of the money from BN Foundation was used to purchase books about trains such as TRAIN TALK by Roger Yepsen and FREIGHT TRAIN by Donald Crews for the children to read. Next, the libraries matching funds were for the Youth Services Librarian's time in setting up the program, doing the publicity, and maintenance, the time of the other staff involved, use of meeting rooms and photo-

copying of railroad cars. This Reading Railroad time was not in addition to my regular duties, but part of my job as Youth Services Librarian. A year earlier my time was spent preparing and doing evening story hour. The third point is that I had lots and lots of material printed up with grant money paying printing costs. There are enough book marks and supplies to promote the program in fiscal year 1986.

Participation & Evaluation

Participation in Reading Railroad can be described as moderate. In all 34 adults with 39 children signed up for Reading Railroad. The average age of the children was 3.5 years. Fourteen adults signed up for RRR during Children's Book Week, the remainder at various times during the 7 months the program has been in operation.

Circulation of picture books from November 1984 through May 1985 was 20,213 - a three percent increase over the same period a year earlier. Lewis & Clark Library has an automated circulation system, thus keeping close track of the books circulated. However, all non-fiction is shelved together, so there is no accounting of the non-fiction children's books (fairy tales, dinosauria, animals, etc.)



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circulated. I simply assume that Reading Railroad had a positive effect on the circulation of non-fiction materials, too.

Reading Railroad, in my opinion, did not reach many non-borrowers; it did not bring new people into the library. This was not a major goal of the project, but it was a goal. The staff did not keep track of the number of people completing the program - we don't know how many children got the caboose.

Reading Railroad is a tool for library users and a way for parents to introduce their children to a variety of books: this was a goal I feel we reached, although there is no tangible evidence of this to present.

Other positive aspects of the project are enhancement of the collection of books and stories about trains; slight increase in circulation; a service to working parents that was flexible and fit their schedules; non-competitive rewards for the children.

Reading Railroad was also a public relations bonus in two ways. It helped show the community that the library has an active Youth Services program - an important detail since this library did not have a children's librarian on staff for several years. Reading Railroad also looked good to the

library board and the city and county commissions. It is apparent we hustle - we are out looking for alternative funding, not relying entirely upon the tax levy.

Lewis & Clark Library will offer Reading Railroad again this fiscal year. We will try to do a few things differently. First, we will begin the project as soon as school starts. Next, it will be promoted during mid-winter and participants will be given a "perk" or some type of incentive or reminder to keep participating. Instead of handing out train cars to color, another type of reward will be offered, perhaps stickers of trains, or something inexpensive but fun. Since the library was able to purchase stories and books about trains, displays to promote these books will enhance promotion of the program and the books.

If you have questions about Reading Railroad or want more details of the project contact:

Rebekah Sheller
Youth Services Librarian
Lewis & Clark Library
120 S. Last Chance Gulch
Helena, MT 59601

Send a self-addressed, stamped envelope and I will respond to any questions you have.

# HEALTH INFO: CONSUMER HEALTH INFORMATION CENTER

Carolyn S. Willberg, Director
Jane Belt
Ellensburg Public Library
Ellensburg, Washington

Today the American public's interest in fitness and health goes far beyond requests for the latest running, exercise, or diet books. Basic questions of living in a healthy manner, of attitudes toward responsibility for one's own health, of preventing illness and of how to treat disease when it is present are leading to more sophisticated requests for consumer oriented health information. Providing a library collection and back-up services that would answer these and similar questions for a rural population has been the primary objective of a Library Services and Construction Act grant in rural Washington State called the Health Info project.

A search of library literature indicated that successful projects have been undertaken in numerous urban areas.[1] Little mention was made of rural areas, of projects undertaken there, or of the problems one was likely to encounter. When planning for this project, a quick survey of our own area soon revealed a paucity of resources: a modest and heavily used collection of

health materials at the public library, but insufficient resources to answer the in-depth medical question which surfaced on a weekly basis; a sparse, disorganized and dated local hospital library collection of books and periodicals for their staff and patient education; a good pamphlet collection at the county health department; an inadequate collection of materials to support nursing and health education curricula at the regional university located in our community.

On the plus side, there was a history of cooperation between the public library and the hospital for co-sponsored popular and well attended public health programs. Information services and public programs fit the hospital administration's newly established hospital goals which included promoting a healthy lifestyle. Individual health care professionals spoke of the great need for current, reliable consumer health information. Since rural organizations tend to have small staffs, coordination of services seemed to be less complex than it often is in urban areas. The library patron is also dealt with more directly in a small library, thus mitigating his fear that his request will become lost in a bureaucratic maze. Because the patron often feels a personal attachment to the library staff members, his apprehension over making

health queries tends to lessen. Most important was the encouragement of the hospital librarian at Heminger Health Sciences Library, located seventy miles away, who is a leader of rural library consortium activities and most enthusiastic about helping a public library bring health information resources to a rural area.

Our setting for this project is Ellensburg, a community of 11,000 people located in a high mountain valley in the center of the state of Washington. The county seat and the site of a regional university, Ellensburg is also the trade center for an additional 12,000 people. Seattle is a hundred miles to the west; the nearest larger towns are an hour away. Local health care facilities include two medical clinics, numerous dentists, a mental health center, the county health department, a student health clinic at the university, and Kittitas Valley Community Hospital, a fifty bed facility with seventeen physicians on the staff.

Our planning committee, initiated by the public library director, included the director, the local hospital administrator, and the librarian of the health sciences library. The group was committed to constructing a grant project that would use local resources to the highest possible degree, encourage close cooperation among local health agencies, and

provide a highly professional back-up reference service for our rural population. Since the project was conceived as a model project that might be duplicated in other rural areas, a variety of activities were planned to test the most effective delivery of services. The project was named Health Info.

Delivery of authoritative, reliable health/medical information was the major goal of this project. Development of the collection at the public library was the first step toward this goal. The library's reference collection was augmented with basic medical/health textbooks, dictionaries and directories, indexes to periodicals, and drug education resources. The circulating collection included basic clinical information, but was oriented toward authoritative information written for lay audiences. Basic health related journals and health education newsletters were added. A large pamphlet collection was assembled and coordinated with other similar collections in the community. Cassettes and slide/tape presentations for possible non-readers were included. Consumer needs were projected through a pre-survey of health professionals; their suggestions for collection development and public programs were included whenever feasible. A core collection of reference books was developed for the public library and also for the local hospital library. Health Info

resources were entered into the Washington Library Network (WLN) data base as a step toward sharing with other libraries in the state.

A part time staff person was hired to promote the use of the Health Info collection and to provide liason between the local hospital, the public library and other agencies. She was responsible for handling all reference questions, organizing public relations activities, planning and executing the public programs, and working with the hospital staff, and visiting patients. She provided reports and feedback to the advisory committee which, in addition to the planners, included a physician, a health educator, and a hospital quality review professional.

Evaluation of these activities was a high priority; the services of a sociologist were retained for designing survey instruments and evaluating the data collected. Pre- and post-surveys of all health care professionals (including physicians, nurses, dentists, pharmacists, optometrists, and physical therapists, as well as counselors, psychologists, social workers and ministers dealing with clients' health problems) were made. Evaluations of the reference service by patrons, of service provided to hospital patients, of public programs by those in attendance, and of collection usage would give an indication of

the best delivery methods.

Change is always unsettling for the people involved. Although the health care professionals recognized the need for consumer health education and were supportive of the Health Info project, they also expressed a number of concerns. The first was that the collection contain authoritative, reliable information. The library staff gave them a quick lesson in library acquisition policies, especially use of bibliographies and reviews by recognized authorities, and also spoke of the traditional library policy of including all sides of controversial issues in the collection. This last point was especially hard for the health professionals to grasp. The issue was defused by assuring them that Health Info funds would be used to purchase only those materials based on the traditional medical model. Alternative views of medicine were represented in the regular library collection.[2]

Another concern expressed was that librarians would be "practicing medicine". Careful discussions of the difference between medical information resources and medical advice, defined as diagnosis and treatment, clarified the issue for all.[3] Staff training on how to conduct a reference interview for medical information emphasized this difference; to remind patrons of this difference, a question on the patron evaluation form asked whether the patron intended to talk over the

information with a health professional.

Questions relating to these concerns were included in the surveys of health professionals; in this way the Ellensburg Public Library acknowledged the validity of their concerns, and they in turn expressed how they felt about the issues. The Health Info staff person often attended hospital staff meetings to be visible, to discuss plans for public programs and invite participation, and to discuss concerns as they arose.

The Health Info Project was set up for sixteen months. The first three months were "start up time" when acquisitions work was in full gear, staff was hired, public relations activities were planned, evaluation instruments were created and the first survey made. The regular library staff was trained to conduct medical reference interviews and to handle reference questions through the protocols established in conjunction with the health sciences library. Initial contacts were made with key health professionals in the community.

Since acceptance of a new service by the public is normally a slow process, major efforts were made to tailor publicity to those specific groups most likely to be using health services: hospital in- and out-patients and their

support groups, the elderly, patients of physicians and dentists, attendees at health department clinics, and health care professionals. A preview of the grant activities and the enlarged library collection was presented to health professionals in an early morning open house at the hospital and later that day at the library. This provided an opportunity to explain the services available and to familiarize this group with the resources available for borrowing. Health professionals were encouraged to make requests for resources that would help them in dealing with their patients or clients.

Now began the year of Health Info services. The major activity of the project was filling requests for information. Health/medical reference questions tripled over previous levels; requests were especially high at the beginning of the project period, but tapered off somewhat as more patrons became aware of the library collection and the ease of using it on their own. Twenty percent of the requests were forwarded to the health sciences library where most of them were filled with journal articles within three or four days. On the whole, patrons found the service highly satisfactory, indicating on evaluations that the materials were valuable, useful and understandable to them.

The Health Info collection was displayed in a prominent location in the library. It contained 300 new titles, twenty-one journal subscriptions, and twenty-five cassette and slide presentations. The audiovisual materials were seldom used; by contrast, circulation of books was brisk. In-library use of the collection was high. Booklists and topical lists of periodical articles were especially helpful for eliminating long searches through indexes.

Hospital staff and physicians used both the library collection and their core reference collection that was loaned to the local hospital library. At the end of the grant period, some physicians strongly expressed their feeling that all the clinically oriented materials should become part of their hospital library's collection so that they could have unlimited and immediate access to them. This suggests the value of the collection, but the staff was discouraged that they failed to comprehend the value of these materials to library patrons. The return of the core collection to the public library has awakened the hospital staff to their library needs.

At the project's end, a month was allowed for report writing, evaluation, and planning for the continuation of appropriate activities. The year's activities confirmed

some theories and designs, punched holes in others, and gave us knowledge on which to base on-going activities.

The project period was charecterized by a strong public relations effort. Newspaper coverage was extensive for special activities; a weekly column highlighting books from the collection proved popular. Ads and public service announcements were also used on radio and TV. Since word of mouth is still the most valuable publicity in rural areas, appearances by public library staff members at meetings of local organizations to explain the project were frequent.

Health professionals were kept abreast of grant activities through newsletters and encouraged to suggest use of the service to their clients. The Health Info staff worked closely with local cancer, Alzheimer's disease and hospice support groups.

Public programs probably gave Health Info its best mass publicity. Five major speakers and a film series were well received. Topics treated were stress, child abuse, Alzheimer's disease, anorexia, sports medicine, and health promotion. These programs stimulated reference questions, and use of the collection and reading lists. They also were welcomed by health professionals as educational updates. Co-sponsorship

of some programs by the county health department provided publicity to a target clientele.

A user survey indicated that the majority of patrons were typical library users of our community: female, between the ages of 30 and 60, and college educated. Over half were new patrons without current library cards. Most patrons requested information for their own use or on behalf of a family member, and three quarters asked a library staff member for help in selecting the material. Sixty per cent of the requests had a medical orientation (i.e. information to understand or cope with a specific illness or health problem); the rest were consumer related (i.e. prevention or "wellness" orientation). Health professionals accounted for one fifth of the requests.

For ninety percent of the patrons, the information they received was well suited to their needs. Less than ten percent of the users found the language too technical or too elementary, or the material too detailed or superficial, too easy or too difficult to understand. Only seven percent said that reading the material increased their level of anxiety about their medical condition. Those few who were dissatisfied with the resources were more likely to be elderly or to have submitted a written or phone request. Half the users planned

to talk over their information with a health professional.

From this data one might conclude that the library is providing a valuable independent source of information that people can understand and refer back to when necessary. Patients themselves are initiating the search for health information, thus indicating a consumer awareness of the timeliness of becoming more informed users of health care. One might also conclude that Health Info is not a replacement for professional health care, but tends to enhance it. Since people who were referred by health professionals rated the materials highest in usefulness, the professionals can be assured that patrons were satisfied by the referral.

Return rates for pre- and post-surveys were over forty percent for all health professionals and twice that rate for physicians, thus indicating high interest in the project. At first, high levels of concern were expressed by the professionals over the materials to be made available to laymen. These concerns seem to have lessened substantially during the project, for those who actually reviewed the materials rated them as excellent or good with respect to clarity, accuracy, currency and balance. Fifty-nine percent of the sample referred patients or clients to the library during the project.



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On the first survey, professionals expressed concerns such as that their professional responses to patients would be questioned, their patients would express more apprehension after reading resources, their patients would "shop around" or attempt to "do it themselves" for medical treatment. Yet the second survey indicated few of these problems actually occurred, and at a very low level of frequency.

When asked to what extent providing patients with appropriate health/medical information effectively increases the likelihood that the patient will better understand and be able to cope with a medical condition and be more satisfied with the patient-health professional relationship, those health professionals who referred patients to Health Info indicated strongly their belief in these positive outcomes.

From these surveys we concluded that libraries undertaking similar projects in rural areas should plan to work closely with health care professionals. Health professionals need to feel confident that libraries are meeting their resource needs as well as the resource needs of their patients; they suggest the health topics for which resources are needed most frequently. The back-up service for Interlibrary Loans should be thorough and timely. Opportunities for a preview of the collection are advisable so that the professionals can become

familiar with the resources. Then they will not only send their patients to the library but will refer them for specific resources. Public programs, aside from being educational updates for professionals, become a point of reference between professionals and their clients, enhancing communication between them.

A leading health educator has stated, "To be effective, health information must be transmitted at the grass-roots level where people's attitudes and values are embedded, where the sources and channels of information are more trusted, and where two-way communications can allow for local variation,clarification and adaptation."[4] Our experiences with the Health Info project clearly indicates the need for these components of a successful project: a timely public library collection emphasizing both clinical and consumer related health/medical information; a liason with a health sciences library for in-depth reference requests for Inter-library Loans; a staff trained to do health related reference interviews, to relay this information to the back-up library, and to select appropriate materials for the collection; a vital public relations plan; and close cooperation with local health care professionals and agencies. Attention to these components will assure that reliable consumer health information can

become a vital and ongoing part of good library service to the rural population.[5]

FOOTNOTES

[1]Alan M. Rees, ed. Developing Consumer Health Information Services, R.R. Bowker Co., 1982.

[2]Ibid., p.134.

[3]Ibid., p.42-48.

[4]Lawrence W. Green, "Health Information and Health Education: There's a Big Difference Between Them." Bulletin of the American Society for Information Science (4:4 1978) p.16.

[5]Total cost of the project was $21,000. Of this, $9,000 was spent for library materials.

DRAGON SEEDS
PROGRAMMING FOR CHILDREN IN RURAL LIBRARIES

Joanne M. Riley
Public Information Officer
Corn Belt Library System
Normal, Illinois

The weather was fine: intermittent clouds over miles and miles of newly harvested camel-colored fields. Now and then the sky was interrupted by the passage of sparrows or crows or a single hawk. My car radio stuttered out a distant talk show that I only half listened to. I was straining my eyes to find a town down the road called Cornell that boasted Amity Township Library. My traveling companions were a dragon, two little boys made of cloth and a paper maché librarian. I also had a set of Dewey Decimal System Finger Puppets. My friends and I were to be the main attraction at the Children's Book Week Story Hours in Cornell, Illinois.

Our library system, located in Central Illinois, serves 25 public libraries scattered throughout a geographic area of about 2,700 square miles. Twenty-three of these libraries could be considered rural as they serve populations ranging from about 800-4,000. Most of these libraries have only one or two staff members who are expected to accomplish all

aspects of library service. These demands often leave little time to do the extra things, like presenting story times for youngsters.

Most of these librarians feel that programming for children is extremely important. Not only is it an effective means for getting kids interested in books and reading, it also gets their parents into the library and offers them a half hour to an hour of browsing time. In addition, story hours provide a great opportunity for publicity. Most small town papers are eager for such features.

Because of limitations in the form of time, budget and staff expertise, our member libraries have long looked to the system for assistance in programming for children. The Corn Belt Library System has a tradition of providing materials, ideas and personnel willing to visit member libraries and present puppet shows and story times. What the system offers in the way of direct programming has now coalesced into a number of specific options for members (public, school, special and academic):

1. A monthly program.
2. A series of programs lasting four to eight weeks.
3. Assistance with part of a series put on by the local library.
4. Special programs for holidays and library observations (Children's Book Week, National Library Week).
5. Special requests such as book sales and open houses.



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The staff trys to make the system-presented programs something special. The most effective programs are puppet shows. The shows are usually part of a longer program which also includes books, stories, songs, sometimes games or flannel board stories -- but the puppet shows remain the outstanding feature. Corn Belt System has a substantial puppet collection. This collection has been strongly supported by our member libraries who could never afford to purchase such resources on their own. Also, by adding to the collection gradually and by innovative means we have not spent large sums of money. Any member library is welcome to borrow any of our puppets at any time.

Some of the puppets were handmade. Perhaps our most interesting puppets were made by an inmate of the Dwight Correctional Center, a women's prison whose library the Corn Belt System administers. She used paper maché and cloth to create a fascinating collection of witches, devils and many cross-cultural puppets. For Halloween 1984 we did a puppet show called "Miss Witch America" using the witches and other fantastic looking females. Debbie Samuelson, one of our previous children's librarians, also created a number of paper maché animal puppets, including a lion, raccoon, frog, monster, pig, lamb and duck. Corn Belt System has purchased

a couple of plush puppets including a dog and a monkey, and this past year we purchased cloth puppets from Nancy Renfro Studios. Among these are a creature from outer space, a super hero, a clown, a flower and three tiny mice that fit on fingers.

The library system owns a portable, table-top stage that is very simple and easy to use, yet large enough to provide cover for two people, if necessary, and plenty of room for laying out puppets.

One problem librarians have encountered is in finding puppet show scripts. Several of our children's librarians have written shows. Sometimes scripts are borrowed from other puppeteers. Often stories are adapted from familiar fairy tales, folk tales and nursery rhymes or a children's book. The collection of scripts also circulates.

I usually write my own scripts to suit the occasion or theme. Actually, I don't very often work from scripts at all, but rather from outlines. The story can be adapted for various ages of children or programs requiring different lengths of time. It is easier to work from a basic plot line supplemented here and there with catchy lines or notations for movement and gestures. This is also more interesting for me since I don't ever repeat myself exactly no matter how many

times I do the show. Try to work with something you like, get to "know" the puppets, and give them consistent personalities.

For Children's Book Week 1984 I did "Dragon for Rent" in many public and school libraries. The show involved two little boys who had to find some way of paying for a flower pot they broke while playing soccer. They decide to enter an unusual pet contest, but need a pet. They see an ad in the paper for 'Dragon for Rent'. One of the boys talks to the dragon who agrees to be in the pet show if, afterwards, the boy will help him find his way home. The dragon and boy win the pet show and the dragon then tells the boy that he used to live in a library book, but that one day he stepped out to see the world and now can't get back in. The boy tries several things that don't succeed and finally seeks the help of his librarian who tells him to read the dragon a book about dragons. If he gets interested enough, the librarian says, he should slip right back in. And so it is. The little boy is sad about losing his friend, but the librarian assures him that he can come in and visit the dragon in the book any time and that he can even check him out and take him home. Everyone lives happily ever after.

Occasionally, I do an audience participation puppet show

in which the children get to hold the puppets and say simple lines. This obviously works best with small groups. The book Giraffe Hat was adapted for a show. Giraffe finds a hat in the jungle but then loses it. He goes through the jungle asking his friends if they have seen the hat. One child works the searching giraffe and the others use different animals who reply, "No," when asked if they've seen the hat, and then suggest another animal to try.

Besides doing the puppet shows, Corn Belt System librarians also offer training in puppetry. We will either travel to the member library to show the librarian the ins and outs of puppetry or else the librarian may come to system headquarters to view the collections and talk about ways to perform. Last year the system sponsored a day-long puppet workshop together with three other library systems, but mostly it is individual training. Usually the librarian is shown all the materials available, some tricks about manipulating and changing puppets, doing voices, characterization and adapting books for scripts. The different things that puppets can be used for, like explaining library services, good manners or a lesson to students are demonstrated. We also suggest ways in which puppets, props and a performance area can be created. Every member librarian who visits the system is invited to see

the puppet collection or some puppets in action and to learn a little more about the art of puppetry in the library.

Puppets are not all the Corn Belt System offers by way of programming aids. There is a collection of flannel board sets for circulation and a monthly flannel board subscription service in which the library sends out one or two seasonal flannel board stories and figures per month to member libraries. This has been a very popular program and more and more libraries are using flannel boards.

Stories with special props, like pictures on a glove, are yet another story hour aid that circulate. A collection of story hour books that we have found especially useful also circulates. The staff makes suggestions for give-aways for children which have included patterns for Christmas and Easter coloring books, special bookmarks and finger puppets.

My most successful finger puppets are my Dewey Decimal System finger puppets. They consist of ten characters (a dinosaur, pegasus, a space man, a marionette, and 6 others) each with its call number printed on it and a wrap around band to fit around a child's finger. With the puppets comes a sheet outlining and explaining what types of books can be found in the various number areas so that children learn 1) what the Dewey System is and who invented it; 2) why it is necessary and

3) how it is organized. We have an old man puppet (one of the ones from Dwight) that we have christened Melvil Dewey and he usually introduces the finger puppets.

Almost all of our member libraries now offer some kind of story time presentation, at least once in a while. The impact of story hours can be measured in increased attendance, increased circulation and in the increase of interest expressed by parents and teachers. What really can't be measured is the increase in imagination and the better understanding of life that books presented in this manner provide for children.

As I drove home from Cornell that November evening, I felt satisfied. The forty or so kids that had come to the library program had been attentive and many had stayed after to talk to me, look at the puppets and check out books. Hopefully they will remember that dragons live in books and lots of other wonderful, magical things besides. I watched as the setting sun spread a bronze patina over the fallow fields. I knew that the dragon seeds I had sown would yield a special harvest, one as intangible, perhaps, as the sunset, but no less real.



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1117 W. 9th St.
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# FOLKLORE: PROGRAMMING IN THE RURAL COMMUNITY

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Much of the literature on the subject of rural librarianship indicates that many rural librarians are faced with staff shortages, limited collections, insufficient funding, and remoteness from the cultural resources located in urban centers. In spite of these handicaps, rural librarians can sponsor viable folklore programs for their patrons.

In fact, the rural library is, in many ways, an ideal forum for folklore programming. The paraprofessional librarian does not need a degree in order to develop skill as a folktale-teller, and is probably better able to identify local resource people who can be persuaded to share their skills in library programs than the professional librarian who is not a lifelong resident of the community.

The handicap of limited collections can also be circumvented by borrowing folklore materials through interlibrary

loan. If planning is done far enough in advance, a program can be developed using books, records, and films requested from the district library center, regional library system, or other interlibrary loan source. Limited program funding need not present an obstacle since programming can be conducted at little expense.

The most compelling argument in support of sponsoring folklore programming in rural libraries is the fact that such activities can combat the isolation that rural dwellers experience. The rural American lives, on the average, fifty-two miles from a city of 25,000 or more.[1] In addition, he/she has little or no access to public transportation.

Through exposure to the folklore of other races and regions, children who live in rural areas can gain familiarity with foreign cultures. Folktale tellers introduce children to aspects of life which lie outside their immediate experience. Tale-telling sessions can recreate the wonders of ancient times for contemporary children and function to connect the present with the past. The study of folk literature builds bridges between peoples -- tying rural dwellers to their neighbors far and near by fostering respect and tolerance based on an understanding of other cultures. Listening to traditional tales that reflect the folklore of various countries develops



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and deepens children's appreciation of literature. The library that offers programs for different age groups can encourage children to become lifelong library users.

Funk and Wagnalls Standard Dictionary of Folklore, Mythology and Legend offers twenty-six definitions of the word "folklore." This confusion dates back to 1846, the year William Thoms coined the term as an alternative to the unwieldy phrase "popular antiquities."[2]

What all definitions of the term "folklore" share in common is the idea that folklore is traditional -- it is knowledge that has been handed down from generation to generation, either by oral transmission or by customary example. Although the discipline of folklore embraces a wide variety of subjects, four main branches of inquiry can be identified: oral literature, which includes the folktale, myth, and legend; folklife or material culture which includes traditional crafts and folk art; folk belief as expressed in custom, ritual, and superstition; and the performing arts which include folk dance and folk music.

This paper will offer rural librarians an alternative to the traditional storyhour by suggesting folklore programming options. It is possible to structure entire programs around material representative of the various branches of folklore --

crafts, holiday customs, myths, songs, and tales. Librarians who are reluctant to jump in at the deep end can get their feet wet by incorporating one song or tale at a time into existing storyhour programs until they have built up a repertoire of folk materials they can present with confidence.

Why do folktales and other oral genres constitute excellent storyhour resources? Folktales, myths and legends are the products of preliterate societies. Preschool and elementary-age children are at a preliterate stage in their development. They will pass through several stages of language development before they achieve literacy. Civilizations also pass through these stages of language development and this parallel development is what makes the content of folk literature particularly suitable for children. Children are members of an oral group and are natural bearers of oral tradition since they have not yet learned to rely on the written word. They share a body of underground traditional lore that includes jumprope rhymes, singing games and dance-songs. Because they have not yet developed a dependency on the written word they are able to remember and repeat tales and songs they have heard.

One of the objectives of the traditional storyhour has been to promote the development of the child's listening

ability and attention span. But, when a storyteller reads from books without maintaining eye-contact with the audience, or memorizes the text of a story and attempts to deliver it verbatim (betraying resentment each time a child interrupts the flow) then storyhour falls short of its goal.

When practiced in the traditional manner, tale-telling is an effective method of promoting listening skills. As the product of an oral tradition, the folktale has no preferred or frozen text. Instead, the oral tale is recreated with every telling. As tales pass from one teller to another, they undergo change. Each new narrator makes both conscious and unconscious alterations in the narrative.

Since the tale-teller is not locked in to recounting a written text, he/she can adapt the narration to the audience. The process of oral transmission is characterized by audience participation. The distinguished folktale scholar, Linda Degh, noted that the winter tales told in Hungarian villages were interrupted by interjections and cries of appreciation from the audience.[3]

Professional tale-teller Richard Chase takes children's comments and questions in stride and invites their participation in the stories he tells.[4] The end result is a dialogue which permits interaction between the narrator and each

listener. The voice and personality of the narrator lifts the story from the printed page and breathes life into it. Tale-telling requires listeners to use their imaginations to conjure up the word pictures evoked by the narrator.

Thus, folktales, myths and legends can be used to lengthen a child's attention span. The ability to listen and absorb information is a prerequisite to the acquisition of reading skills. By fostering interest in the books tales are taken from, a librarian can stimulate a child's desire to read.

Television is a pervasive influence on rural dwellers who have very limited access to live cultural events. Two young women who seek to counteract television's effect on juvenile audiences have gone on the road, traveling to libraries, folk festivals and schools as freelance "folktellers." These former librarians, Barbara Freeman and Connie Regan, are "...trying to restore what television is destroying -- the ability to visualize, to use one's imagination."[5] Since watching television is a passive activity, too much exposure to the medium can literally turn children into "couch potatoes."

At the turn-of-the-century librarians at the Boston Public Library who designed storyhour programs for first generation immigrant children utilized quality folk literature

to combat the influence of shallow movies and dime novels. Storyhours have now been a traditional aspect of public library service to children for three generations.

A recent Danish sociological study of nine to twelve year-olds entitled The Smurfs, Tarzan, and Donald Duck revealed that children from underprivileged homes, both rural and urban, were generally exposed to the lowest kind of culture, "...culture dominated by commercial output."[6] The Danish Ministry of Culture concluded that the library has a responsibility to provide children with alternatives to commercial culture. Librarians can offer children an alternative to the shallow plots provided in superhero comic books by introducing them to traditional literature that relates the exploits of authentic folk heroes whose popularity has withstood the test of time.

In an editorial which seriously questioned television's value as an educational medium, S. Dillion Ripley, a former Secretary of the Smithsonian Institution, wrote, "Look backward lest you fail to mark the path ahead ...Surely the lessons of history should help to clear the mists of the present..."[7] The origins of folktales, legends and myths are shrouded in the mists of prehistory. Passed on from generation to generation by word of mouth, they record the history and mores

of a culture. In primitive societies these genres of oral literature functioned on two levels -- as a form of entertainment and as the core of a culture's educational system, a vehicle for transmitting tribal customs, history and manners.

Why should librarians, particularly rural librarians, endeavor to expose children to folk literature? While children need books that offer insight into their own culture, they should also be introduced to books that can help them see the world from another perspective. The child who gains familiarity with folk literature from several countries will be struck by the universal character traits shared by people who belong to different cultures. For example, the trickster figure, an anti-hero, crops up in the tales of Africa, Oceania, and of the American Indians. Northrup Frye, a well-known literary critic, observed that the oral tales of widely-dispersed cultures shared many common features, and further maintained that written literature borrowed heavily from oral sources: "All themes and characters and stories that you encounter in literature belong to one big interlocking family."[8]

By teaching children to appreciate traditional literature, a librarian can pave the way to lifelong interest in the



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written word. Through listening to folktales and legends, children are exposed to imagery and are required to exercise their imaginations. In doing so, they develop an appreciation for figurative language.

Hopefully this has convinced you that folklore programming is both practical and desirable. Now it is time to take a closer look at the oral genres that can function as the building blocks for a folklore progam.

The term "folktale" is a generic term used for a variety of narrative forms including marchen or fairytales, animal tales and cyclical tales. Myths are frequently etiological, i.e. they represent man's attempt to explain the nature of the world around him. Myths provide accounts of the Creation or explain seasonal cycles and geological formations. Legends relay the history of a culture in story form and are based upon the exploits of national heroes. A kernel of fact can be found at the heart of each legend, but it has been overlaid with fictitious accretions. Folksongs are perpetuated through oral tradition; they are learned by ear from members of the performer's own community. Few of the compositions performed by folksingers in coffeehouses today are genuine folksongs. Several other genres of oral literature which lend themselves to folklore programs include fables, proverbs and riddles.



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The librarian who is responsible for selecting folklore materials for a public or school library must learn to distinguish between worthwhile and inferior anthologies of folktales, legends and myths just as he/she has learned to distinguish between good and bad examples of juvenile fiction. Evaluating the worth of folk literature collections calls for a new set of selection criteria.

Folk narratives cannot be judged by the standards used to evaluate either fiction or nonfiction. As stated previously, oral tales from widely-separated cultures contain striking similarities. They embody archetypal images such as the cruel stepmother and the omnivorous giant, stock characters which Carl Gustav Jung interpreted as expressions of the collective unconscious. These tales frequently portray aggressive, antisocial behavior or wish fulfillment. Because they do not reflect a true-to-life cultural milieu, they do not exhibit the realism that critics demand of literary fiction.

Oral narratives are composed of a series of episodes strung together like beads on a string. A brief introduction sets the scene by presenting the setting, characters and major conflict. This is followed in quick succession by other episodes that carry the story along, building suspense

through the use of repetition, to a satisfying conclusion in which the folk hero triumphs over his more powerful adversary. Written texts of oral narratives should exhibit a similar economy of description and avoid didactic moralizing.

The best anthologies of oral literature are those compiled by fieldworkers who have collected their texts directly from native informants. To insure accuracy, fieldworkers use sound-recording equipment to capture tale-telling sessions on tape. They later produce verbatim transcripts of these narratives. A librarian should ascertain whether or not the editor or compiler of an anthology of folk literature actually engaged in fieldwork in the country whose lore he has published.

The works of Harold Courlander, a well-known folklorist and author of several books of African folklore, furnish examples that other compilers of oral literature collections would do well to emulate. Although he edited his texts, he made minimal changes so that the tales remained faithful to the spoken word. In Tales of Yoruba Gods and Heroes (Crown, 1973) Courlander provided a preliminary historical sketch of the Yoruba people and their gods, provided background notes for each narrative and included appendices which describe

Yoruba narratives, religious traditions and songs.

Once a librarian is certain that a collector did indeed have direct contact with the oral lore of the community in question, he/she must evaluate how well the collector documented his material. A collector should provide the following details regarding the source of his material so we know that the tales presented are not merely the products of his imagination: (1) the informant's name and possibly his occupation or status in the community, (2) the date and location of the tale-telling session or fieldwork interview and (3) the context in which the tale was told, including some indication if it was performed as part of a holiday celebration or a seasonal observance.

Collections of tales compiled from literary texts or other secondary (printed) sources need not be automatically rejected. But the editor of such a collection should provide thorough documentation of his sources and clearly state whether he discovered the narratives in a folklore archive or included tales which were published previously. In either case, the editor should cite the provenance of his narratives and include all the documentation provided in the primary source.

In addition to information regarding the provenance of the tales, some commentary on the tales themselves should be

included. This may take the form of notes explaining the beliefs, customs and values embedded in the tales or a listing of cross-cultural versions and comparative analysis of the texts. Annotations such as these need not necessarily accompany books of simple tales for very young readers, but they should be featured in collections intended for older readers.

A third issue to be considered when evaluating a collection of oral literature is the collector's objectivity. He should not impose his own values on the texts he has collected. The collector should neither censor nor otherwise edit the material he has gathered, or the oral character of the texts will be destroyed and the resulting tales will be literary creations.

The brothers Grimm, who collected tales extensively in the Hesse-Cassel region of Germany during the first three decades of the last century, adapted the texts they recorded. They censored the texts published in the Household Tales and their other collections in order to protect children from vulgarities and to avoid offending middle-class morality. Ironically, years later Adolph Hitler used the Grimm's folktales as a vehicle for disseminating his ideology. During the 1930's, the Nazis published a massive body of folk



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literature carefully edited to promote the concept of a "herrenvolk" united by the mystical bonds of blood, culture, language and tradition. Hitler instructed that folktales which incorporated violence and cruel acts be used in the schools and that each house should have its own copy of the newly edited Household Tales so that children might be indoctrinated with a sense of German militarism.

For many years Walt Disney engaged in a similar, if less reprehensible, reshaping of folklore. He plundered fairy tales and rewrote them to reflect his own vision of a world that was, in effect, a global village. Disney "Americanized" his make-believe world, creating countries like San Bananador and the province of Footsore. This homogenization of cultural diversity successfully allowed Disney to project the North American experience onto alien cultures. Disney's cultural industry produced a bland, mass-media culture that leveled its messages at the lowest common denominator.

A few writers have gone a step further and created so-called folk heroes out of whole cloth! Some of America's most well-known legendary figures -- Paul Bunyan, the Minnesota lumberjack; Old Stormalong, the Yankee sailor; and Joe Magarac, hero of Pittsburgh's steelworkers -- were

literary inventions contrived by clever public relations men.

Academic folklorists have found no genuine oral legends that relate the exploits of these characters. Dr. Richard Dorson, Director of the Folklore Institute at Indiana University until his death in 1981, was justifiably critical of anthologists such as Ben Botkin, Carl Carmer and Mortiz Jagendorf who produced romantic, sentimental "literary confections" -- tales that had been edited beyond recognition. Dr. Dorson coined the term "fakelore" to describe this type of ersatz folklore.[9] Obviously, librarians should select materials that describe the exploits of genuine folk heroes. A list of genuine American folk heroes can be found in Dorson's book America in Legend (Pantheon Books, 1973).

Ariel Dorfman, author of The Empire's Old Clothes: What the Lone Ranger, Babar, and Other Innocent Heroes do to our Minds (Pantheon Books, 1983) observed that newer cultural heroes such as the Lone Ranger are not genuine creations of the folk community. They have not withstood the test of time. Generations have not shaped their development so that they reflect the dreams and aspirations of their creators. Dorfman regrets the fact that: "The popular masses that consume the industrial myth in its newest form have not participated in its

development, in the battle for its modification."[10]

Through the years, writers and critics have expressed diverse opinions regarding the advisability of exposing children to folk literature. The issue was debated as recently as the 1970's.

Plato included this sentiment in The Republic: The proper education for ideal citizens is to be found in traditional tales and myths.[11] He believed that the first stories a child heard should be carefully chosen in order to produce the best possible effect on his character. Jean Jacques Rousseau criticized educators who introduced children to folktales; he thought that flights of fancy belonging to the distant past had no place in the modern world and that folk literature contributed nothing to the moral and intellectual development of the child.[12] Rousseau's opinion found favor with Lucy Sprague Mitchell, leader of the modern realism movement, who argued that children should be exposed to stories such as The Red Gasoline Pump which reflect the everyday world.[13]

Charles Dickens believed that children were entitled to read unexpurgated folktales and he wrote a famous essay entitled "Frauds on the Fairies" which attacked teetotalers and bowdlerizers who produced bland revisions of tales in

deference to Victorian sensibilities.[14]

The Italian educator Maria Montessori (who did not believe in punishing or rewarding her students) expressed the opinion that fairy tales, which often stressed the "law of retribution," i.e. punishment of the wicked, were "...morbid, pathological and deadly."[15] However, child psychologist Bruno Bettelheim, author of The Uses of Enchantment: The Meaning and Importance of Fairy Tales (Knopf, 1976) applauded the sound justice system reflected in folktales. Russian poet and literary critic Kornei Chukovsky agreed with Bettelheim that folktales provide an acceptable outlet which allows children to project suppressed wishes and desires. Chukovsky echoed Bettelheim's premise that folktales permit children to act out in imagination behavior which would be socially unacceptable in real life.[16]

In his introduction to Folk Literature and Children; An Annotated Bibliography of Secondary Materials (Greenwood Press, 1981) George Shannon stated, "Adults worry that children will be frightened by tales, or moved to violent behavior as a result of being influenced by them."[17] Critics of folk literature have argued that exposing children to the violence contained in the tales can be as harmful as exposing them to violence portrayed on television. But Chukovsky noted that



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life is often violent, and that when violence is met through the filter of literature, it is given an aesthetic distance and perspective. The poet W.H. Auden felt that the repetition of frightening episodes in tales allowed children to master their fears and that familiarity with a tale reduced the fearful element.[18]

The controversy regarding the advisability of exposing children to folk literature has largely been out to rest, thanks to Bettelheim. Contemporary scholars agree that rewriting or updating traditional tales amounts to a destruction of our cultural heritage. But if violent and fearful episodes in folktales are not softened or minimized, how can we insure that young children are not exposed to stories that may frighten them? Linda Degh suggested a common sense solution to this dilemma in an article entitled "Grimm's Household Tales and Its Place in the Household: The Social Relevance of a Controversial Classic."[19] She urged parents and teachers to use discretion when choosing tales to share with children and advised them to choose tales suited to the child's stage of development, and to reserve harsh,gory tales for older audiences. Not all folktales are violent; many stress the importance of living by one's wits rather than relying on brute strength.

An American cycle of tall tales known as "The Jack Tales," which was imported from the British Isles, features the exploits of a hero named Jack. Jack is a quick-witted character, a trickster hero, who outwits giants, unicorns and other foes by using cunning rather than physical force. The Jack Tales were popular with the early settlers of North Carolina, perhaps because they featured a hero who surmounted all obstacles and embodied the stamina and spirit of the pioneers themselves. Richard Chase collected a number of these tales and published them in a book entitled The Jack Tales (Houghton Mifflen Co., 1971): "Jack in the Giant's Newground," "Jack and the Beantree" and "Jack and the Varmints" whose English variants are probably more familiar to readers: "Jack and the Giant Killer," "Jack and the Beanstalk" and "The Valiant Tailor."

The Jack Tales were passed on from generation to generation for two important reasons. The most obvious, practical reason for their survival was that tale-telling furnished entertainment for children and adults while they were engaged in communal tasks such as corn-husking. On a deeper level, these tales portrayed a character who was able to make light of hardship, a necessary skill for frontier dwellers.

Native American tall tales, referred to as "whoppers" or "fish stories" are excellent resources for storytelling because they have a dynamic appeal -- they have been adapted to suit North American conditions and tastes. The tall tale is the most typical of all American folktales. In these tales facts are exaggerated to the nth degree, which is not surprising when one considers that America must have seemed like a limitless wilderness to the first white settlers who arrived from the comparatively small nations of Europe.

The librarian who accepts the premise that folklore programming can function to acquaint children with the life-styles of other cultures and can combat cultural isolation must be prepared to use a variety of media if all the children in the storyhour audience are to be educated and entertained. Children's librarian Rebekah Sheller noted:

> Goals of library service for children often include providing children with a variety of experiences through various media, which will assist with emotional and intellectual growth.[20]

Children rely on one of several methods of learning. They may learn through seeing, through hearing, or through touching. Therefore, incorporating a broad spectrum of media in folklore programs is essential if each child is to be reached.

Folktale programs can be enhanced by the addition of other media such as fingerplays, folk art (costumes, crafts, toys), folk music, and puppetry which will focus attention and reinforce the impact of the tales that are told.

Several years ago I presented an African folktale program that was designed for an audience of third and fourth graders. This program incorporated several types of media including costumes, crafts, and recordings of African drum music. A member of the public library's friends group loaned her collection of cloth and straw handicrafts from the island of Madagascar to the library for the program. With the assistance of another staff member, I arranged the artifacts in one of the library's basement meeting rooms and created a colorful setting for the program. I consulted several geography sets in the children's collection -- the Unicef Hi Neighbor series (Hastings House, 1960's) and Lexicon's Lands and People (Grolier Ed. Corp., 1978) that provided information on the clothing, crafts, and history of Madagascar.

While the children arrived, I played a Folkways recording of African drum music borrowed from the District Center through Interlibrary loan. Dressed in native costume, I introduced the folktales by describing the context in which



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the tales were originally told -- how, at the end of the day, as shadows lengthened, families gathered in the center of the village to listen to stories about the wily rabbit or about the trickster spider, Anansi. This helped to establish a mood for the tales which followed -- tales from collections by Harold Courlander and Joyce Cooper Arkhurst.

Although librarians won't have access to artifacts from foreign countries for every folklore program they present, they can use folk music to establish a mood for folktale programs. It is relatively easy to locate recordings of folk music from many countries. Anyone who can play a few simple chords on the guitar or autoharp can accompany most folksongs which are generally built on three basic chords. The songs do not require any accompaniment if the story-teller can carry a tune. Ruth Crawford Seeger's songbooks American Folk Songs for Children (Doubleday, 1948) and Animal Folk Songs for Children (Doubleday, 1950) are excellent sources for songs; the author transcribed these songs from field recordings held by the Archive of Folk Culture in the Library of Congress.

Programs based on American tales can be augmented with show-and-tell demonstrations of native folk toys. Many modern manufactured toys feature built-in obsolescence.

But folk toys are handmade from inexpensive natural materials such as apples, nuts, corncobs, spools, string and wood. Two books which provide instructions and patterns for making traditional toys (applehead dolls, climbing bears, gee-haw whimmy diddles, and limber jacks) include Eliot Wigginton's Foxfire 6 (Anchor Press/Doubleday, 1980) and Dick Schnacke's American Folk Toys (G.P. Putnam's, 1973). What differentiates these toys from commercial products is the fact that their prototypes were handmade by craftsmen who followed instructions handed down from generation to generation.

Librarians who want their folklore programs to be both entertaining and educational can acquaint children with the social customs of the country whose tales are featured. For example, a storyhour based on American tales could be augmented by a discussion of early settler customs such as barn-raisings or quilting and husking bees. Bobbie Kalman's Early Settler Life series (Crabtree Publishing Co., 1982) which includes the volumes Early Christmas, Early Village Life and Early Settler Children is an excellent source of information regarding early American social customs and crafts.

Rural librarians are frequently delegated the task of coordinating children's programs. What resources can they call upon to assist them in implementing creative programs?



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Since the librarian is frequently a longtime resident of the community, he/she can enlist the aid of other community members who possess special skills (artists, craftsmen, musicians, storytellers) to supplement their programs. Volunteers and members of friends groups can be encouraged to assist with special holiday programs and puppet shows. Some high schools sponsor a speaker's bureau (a speech or drama club) whose members give speeches or present story-hour programs.

A selected bibliography of folklore resources is provided at the conclusion of this article. It is not a list of scholarly texts. The bibliography is designed to furnish titles of collections which librarians can consult when planning folklore programs for children. Finally, rural librarians should not hesitate to ask their system's children's services coordinator or state library children's services consultant for assistance.

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FOOTNOTES

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[11]George W.B. Shannon, Folk Literature and Children; An Annotated Bibliography of Secondary Materials, Greenwood Press, Westport, CT, 1981, p.xi.



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[12]Ibid.

[13]Ibid.

[14]Ibid.

[15]Ibid.

[16]Arbuthnot, p.342.

[17]Shannon, p.xii.

[18]Ibid.

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# THE BEST OF BOTH WORLDS IN WESTERN MASSACHUSETTS: BOOKMOBILE SERVICE

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Western Massachusetts Regional
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Hatfield, Massachusetts

Bookmobile people are a race apart. They work outdoors, but know what's on the best seller list. Through daily contact with experts they learn a lot about such topics as wood heat, home building, vegetable gardening, raising horses and collecting antiques. Bookmobile librarians carry information from library to library, and not just in the form of books. If they do not know the answer to questions, specialists back in the regional office visit the small, rural library and try to offer solutions. The bookmobile staff of the Western Massachusetts Regional Library System try to solve problems, awaken ideas, always striving for better service.

The bookmobile originates from the library system in Hatfield, which is situated in the Connecticut River Valley, halfway between Vermont and Connecticut. The system serves sixty-seven libraries in towns of less than 25,000 people. Most of the libraries are rural, one room, single manager

operations with limited hours (rarely more than 15 hours a week).

The bookmobile visits each library five times per year. The staff trys for an eight week schedule, but with vacations and breakdowns often does not make better than an eleven week rotation. Considering how badly the rural libraries need the service, such a delay is inexcusable.

The bookmobile provides supplementary collections for the libraries; the general public does not borrow directly from the bookmobile, but from the local library. The librarian, assisted by a trustee or townspeople, choose material from the 2,000 titles carried on the bookmobile. They return the collection borrowed during the last visit.

The bookmobile staff also makes some "homestops", which were established years ago by the state at isolated farms or at a home where there is a shut-in. At the homestops family and neighbors borrow books, with the homestop family taking responsibility for the return of the books. Two of the homestops regularly circulate 150, or more, books each visit.

The Western Massachusetts Regional Library System has two bookmobiles, but runs only one at a time. The other is for back up, but at this stage it would be difficult to say which vehicle is the regular and which the backup as they both

spend most of their time in the repair garage.

In 1971 the bookmobiles cost 25,000 each; by 1985 each had traveled 75,000 miles.

Last winter the bookmobile survived a lot of mechanical problems. A wheel blew off near Wendell. What with the noise of travel no one heard it happen. When the bookmobile reached the library, and it was realized that there was only one wheel on the rear passengers side, and we were twenty miles from a garage, we knew we had trouble. The librarians walked back along the road until the wheel was found; that was important as the tire was fairly new. One does not just pop a wheel off a bookmobile and replace it like you do on a car - a repair garage had to do it for you. The whole episode took about 8 hours, and service to two libraries that day (though we did make it up before the end of the month), was missed.

The bookmobile librarians have been stranded in snowy desolation with a broken roter. The alternator has gone bad on rough back roads where the inhabitants were afraid to let strangers use their phone. The bookmobile operated for two months in mid-winter without heat because the heaters could not be fixed. All five people who work on the bookmobile have become sensitive to the noise of the engine. The slightest change in its voice awakens apprehension in every breast. If

it starts without a hitch and rolls out of the garage our day is made!

The grim picture can be balanced. We live in a beautiful part of Massachusetts and at every time of the year as we go on daily trips, we congratulate each other on our choice of a job.

Last fall a teacher at Bement School in Deerfield asked us to show the children what a bookmobile is. The class had discussed books and libraries and incidentally, bookmobiles. When the second graders were asked what a bookmobile is, one little girl replied it was a group of wires, hanging from the ceiling with books attached. We were only too glad to clear up that misconception.

The children came on the bookmobile, class by class, fascinated with the woman driver, the tilted shelves, the noisy generator. They could not borrow books, as the system does not have the funding to allow loans to schools. Afterwards children sent the staff letters expressing their interest in the big wheels, fold out steps and especially, the books.

The bookmobiles are a proved economical means of loaning books. Each quarter the bookmobile circulates 25,000 to 30,000 books at a unit cost (for transport) of under five cents per volume. A library can not match that using the mail! Nor

can one match the personal satisfaction that a librarian gets from choosing her own books, trying out new types of material at no extra expense to the community, and voicing gripes on the spot to people who can do something about them. The bookmobile staff are winners, too, because the personal contact gives us a solid idea of what must be bought to make the collection responsive to the needs of small libraries.

On a normal working day the bookmobile leaves about 9 a.m. with two people aboard, the driver and an assistant. One day each week the regional librarian goes out instead of the assistant. The collection on the bookmobile has been primed beforehand with books of interest for the library stops that day and the collection is seeded with a few new titles. If the stop is a heavy user of large print materials, the staff checks each one of the 200 titles carried to make sure none of them have been to the library before. At appropriate times small collections of holiday books are included.

The tedious part of the job is the circulation cards which have to be stamped, counted and put in order after every stop. The Western Massachusetts Regional Library System is in the process of installing an automated circulation system which eventually will take care of all of this.

There are better days ahead! Last year Massachusetts ran



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a state-wide campaign to increase regional funding from the legislature. Aware that bookmobile service was in danger, the patrons of small libraries deluged the legislature with letters and phone calls. The libraries received state funding and money for new books is coming in. By the fall of 1985 the system hopes to have a new bookmobile. It will cost $97,000 (which is more than the cost of my home!) and will be funded by combined state and LSCA money.

Here in Western Massachusetts we have the best of both worlds - a chance to spend a day in the country, helping people keep abreast of current events and provide talking books. We look forward to fifteen more years of bookmobile service, knowing we will enjoy every one of them!



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# THE IMPORTANCE OF BEING RURAL

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Dr. Bernard Vavrek, director of the Center for the Study of Rural Librarianship, presented this paper at a meeting of the North Dakota Library Association on September 20, 1984 in Williston.

The presentation considered three things: trends in rural library services; the benefits of being a rural librarian; and, the Center for the Study of Rural Librarianship.

It is a particularly appropriate time to be discussing rural library services. With your permission, this speaker would like to review some of the reasons why this is true and why national attention is focusing on rural librarianship in North Dakota, West Virginia, Texas, wherever...

Without question, a major factor in the reexamination of rural libraries is that for the first time in the history of the United States more people are moving to rural areas than urban places. From the last census, a 12% population growth factor is reported in rural America but correspondingly there has been only a 9% expansion in urban places.



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The data would favor rural areas even more substantially if it were not for the effect of the Standard Metropolitan Statistical Area (SMSA), which unfortunately aggregates an entire county population into the urban category if there is one SMSA within the county's borders. This recently happened not far from Clarion in Centre County where Penn State University is located. A new SMSA was declared in University Park, Pa., making all of Centre County, by legal definition, urban. However, outside of University Park, itself, the county continues to be decidely rural, as a majority of towns have 2,500 or fewer people, which is the legal interpretation of rural. Incidentally, the Census Bureau's definition of SMSA is one city of 50,000 people or two adjoining cities of 25,000 people each.

Another reason for the renewed interest in rural services, stems from the fact that simply stated, "the time is right." An illustration of this can be seen by the fact that meetings similar to this one in which we are participating at Williston are occurring with some regularity throughout the United States. If it is too generous to consider the frequency of these meetings as "regular," it is fair to report that librarians throughout the country have created opportunities for discussing rural matters that,

heretofore, did not exist.

While its significance may be somewhat concealed, the arrival of the Spring, 1980, issue of Library Trends also helped to engender renewed interest in rural librarianship. This publication marked the first major effort of the library science literature to review issues pertaining to rural library services. Library Trends has had a positive impact on promoting the visibility of rural libraries and deserves to be added to our list.

Although it was a long time in coming, the American Library Association, through the Public Library Association, has finally organized a committee dealing with rural library services. Unfortunately, the membership of ALA is dominated by individuals who work in large or medium-sized libraries, and as a consequence the huge majority of libraries -- at least public ones -- has been hidden from view. In this latter regard, it must be remembered that over 80% of the public libraries in the United States can be found in rural areas. (This figure is based on the CSRL's definition of 25,000 or fewer people constituting rural.) If one uses the Bureau of the Census' definition of 2,500 or fewer people, the number of public libraries in rural America drops to a miserly 62%. Very clearly, the growing knowledge of this

numerical superiority has been another reason in the "rebirth" of rural librarianship.

The National Commission on Libraries and Information Science has also had a salubrious effect on creating national attention for rural library services. As you know, one of NCLIS's main responsibilities is the promotion of information access in rural America. This agency has responded in a positive manner with the organization of an entity called NABRIN, i.e., National Advisory Board on Rural Information Needs. At the present time, plans are being formulated for a more permanent rubric within NCLIS. This is a particularly healthy development for those of us interested in rural services. Hopefully, NCLIS will be able to rise above any political concerns as it maximizes its leadership role.

Finally, to the list of items already mentioned, with some modesty, I should like to add the Center for the Study of Rural Librarianship, which has preceded Library Trends, ALA, and NCLIS, in providing an activity concerned with rural librarianship. The Center's present activities will be briefly reviewed.

My instructions were to discuss all that is positive about being a rural librarian. A more frequently followed approach, instead of emphasizing the positive, has been to

review the problems facing rural librarians, since there are so many. To talk about geographical isolation, under-staffed and under-supported libraries, all existing within a constant struggle to provide the proper information services for library clientele, only appears a natural path to follow.

In speaking to the contributions of rural librarians, it seems to me that of paramount importance is the fact that you really represent the spirit of America. The sense of resourcefulness, imagination, and struggle, which made America great, are all characteristics of the rural information provider.

Second, the rural librarian continues to practice the belief that people are still the central concern of librarianship. While this should be a natural enough comment to make in relation to any library, it seems that some librarians are today confused on this very issue. It sometimes appears that libraries are custodians of equipment and techniques rather than places for people. In rural America, of course, people centered services are derived from the fact that interpersonal communications represent the main means by which rural Americans communicate and gather information. It is part of the sociology of rural life.

The third way in which rural librarians excel is in

relation to their ability to provide the concept of the community information center at a meaningful, tangible, and personal level. While the realities of the community information center may be an illusion in some communities, rural librarians have the ability to deal with the information explosion in a direct sense. Knowledge of the community combined with bibliographic skills enable the rural librarian to provide significant control over the thousands of things which comprise most libraries. Even if it is not possible to develop a truly balanced collection of resources in a total sense, the rural librarian's insight on the "right book for the right reader," is nurtured by his or her personal knowledge of the community. No urban librarian has the same opportunity to provide this professional role.

Fourth, as a continuation of the previous item, rural librarians also help to provide insulation against a society which is at its base becoming steadily dehumanizing. Increasingly today this is being accomplished through the application of unnecessary technology. Because of the balance of information organized in the rural library, perspectives are provided in a fashion allowing for the maximization of individualized choice.

Rural librarians must be careful, however, not to follow

the lead of some in the library profession who are particularly enamored with technology, particularly microcomputers, to the point where it appears that computers have a more central role to play than people. In the rush to apply technology, in my view, it has been more helpful to the companies and vendors who provide the equipment than to our constituencies. Since microcomputers are so popular, my comments may seem particularly naive. They are offered, however, over a concern for the way in which librarianship is drifting, away from people and toward the manipulation of techniques and technologies. If we convert our libraries into wonders of technology, at the expense of our clients, what has been gained? Further, it must also be realized, that in a needless and perhaps reckless charge toward computers of all types, the essence of the library may be transformed into a paradigm that is not recognizable from any other agency or provider that has information as its central goal. In all instances, technology -- whatever kind-- must be considered only as a tool for problem solving.

I have repeated this theme, about unnecessary technology in the library, before several audiences. Sometimes my comments are interpreted as coming from someone who is not only attempting to stop progress, but who also is a classic

Luddite. My intent is quite the contrary. Librarianship has already been greatly changed by technology and no one has asked our opinion about such matters. Librarians have no alternative possible other than to learn as much as they can about the real and imagined use of technology in the library. Specifically, we must be particularly concerned about the use of microcomputers -- even in the smallest rural library.

The fifth way in which the rural librarian provides a unique contribution is by being a positive role model in the community. For many people, librarianship is a profession attempting to run away from a stereotyped historical view of itself. Because the rural librarian is well-known to the community, positive images of what it means to be a librarian can directly overcome decades of role uncertainty. Further, it can have the effect of encouraging young people into the profession.

One of the most significant effects of being a rural librarian was saved until last. It strikes at the role of the librarian himself or herself in that one is capable of remarkable success that is both visible and measurable. Most rural librarians labor in independent library entities. This opportunity for individual action is one of our strengths.

Programs, services, ideas, can all be formulated without the necessity of consulting and pleasing multi-level authorities. No one is an island, of course. But the rural librarian has a singular chance for action.

Our services and their effects are directly measurable. These same things can not be said in relation to urban areas because there are too many institutions vying for attention.

Unfortunately, for rural librarians these aspects of services and benefits are still very much in need of improvement. The Center's research has shown that rural librarians are not inclined toward community surveys, in fact 60% have not completed such a survey within the last five years. Further, we have not as yet gathered the statistical data needed to explain the library's relevance in the community on such matters as how it contributes to the town's economics or how it has helped to create a better place to live. It is absolutely essential that such matters be considered and that collateral data be collected.

It is difficult for me to imagine, after reviewing the preceding aspects of rural librarianship with you, how anyone would want to be anything else but a rural librarian. I trust that you feel the same. But please keep in mind that

what we have been discussing is the potential for success. As with many other things, they must be put into action.

For the final part of my presentation for this evening, I should like to discuss a little about the development and services of the Center for the Study of Rural Librarianship, which had its beginnings in 1978.

The Center not only grew out of a sensitivity to and a consequence of the rural landscape, but with the overall goal of extending the knowledge about the nature and role of rural libraries in the United States. It was an effort to do something practical. Instead of only describing librarianship in the classroom, the Center provided the opportunity of bringing about some practical benefits and to create or be a catalyst for change. Also, to be honest, it has been fun being a kind of "champion" for the neglected.

The College of Library Science, with its new identity, Clarion University of Pennsylvania, is the corporate base for the CSRL. No separate funding is allocated to the Center and it is important to understand that it is more an activity of the faculty and students than a building or separate facility. Further, at Clarion, we have to make it clear that rural librarianship is only one of our library interests, not our sole concern. While local administrative support has been

crucial to our development, the assistance provided by the H.W. Wilson Foundation has been essential to our ability to grow. The confident support offered by the Wilson Foundation has provided us with the flexibility needed to approach a relatively new dimension in library research directed towards rural institutions. Without the help provided by graduate students in the College of Library Science, however, the Center would have little chance of surviving much less of success.

Over the last few years we have attempted to provide a number of things in addition to the research mentioned a moment ago. Probably, our publication efforts have been and continue to be our most active enterprise. In addition to Rural Libraries, our semi-annual journal, we also publish occasional bibliographies dealing with various aspects of library services, selected monographs, and we have ventured into the software market with the recent publication of OUTPUTM, which is a microcomputer version of Output Measures for Public Libraries, published by the American Library Association. Parenthetically, OUTPUTM is configured for the IBM microcomputer. Other than Rural Libraries, our current best-seller is a publication entitled, Marketing Manual for Librarians, which is intended to be an introductory guide to marketing techniques.

In addition to publishing, the CSRL participates in conferences, such as this one in Williston, and hosts its own workshops and other continuing education activities. As a matter of fact, we have just concluded a two-year NEH grant with three public libraries in western Pennsylvania, during which time we hosted 15 different workshops dealing with various aspects of humanities programming in rural areas. We also organize conferences for other groups. In April of 1985, the Center conducted a two-day conference on rural services sponsored by the Rural Libraries Caucus and others in Michigan.

Along with continuing education efforts, the College of Library Science at Clarion offers graduate courses on topics dealing with rural library services. Currently, we have several such three-credit courses. Perhaps, I should take the opportunity at this point, to mention that the Center's interests in rural library services encompass all types of libraries. Our courses for academic credit reflect this perspective.

Beyond research, publishing, and continuing/formal education, the Center makes itself available in a consultative role to the library field. By that, I mean we attempt to respond to inquiries from librarians who are requesting

information or from those who are seeking our view on things. In this regard, one of the interesting things that recently happened was a request from Congressman Panetta of California for information relating to rural library statistics. These were later cited in the Congressional Record by him as he sought to positively affect the recent extension of LSCA.

The Center also maintains a service that we hope is beneficial to both employer and prospective employee. We call it "Jobline". It is a free advertising service for employers who are attempting to locate personnel for rural areas. For job-seekers, we charge a handling fee of $1.00 for those who wish to receive this periodic list.

Finally, and most recently, the Center has attempted to organize the beginnings of a national electronic data base by establishing a mailbox entitled, Ruraline, through CLASS and the Bibliographic Center for Research in Denver. We hope that Ruraline will provide an incentive for OnTymeII users in CLASS to correspond with us on a regular basis.

In conclusion, at the present time the topic of rural librarianship is riding the crest of acceptance and interest. It is up to us to continue this.

## THE BASICS: PAPERBACK REFERENCE BOOKS

Rural libraries need sound reference collections as much as urban libraries, but often lack the resources of their city counterparts. The Central Kansas Library System developed a selected list of paperback reference books for the 60 rural libraries it serves. The list is broken into $100 segments, with five lists in all.

Rural Libraries received the following bibliography from James Swan, Administrator of the Central Kansas Library System in Great Bend.

### FIRST $100 PURCHASE RECOMMENDATIONS

| | ISBN | |
|---|---|---|
| Amy Vanderbilt's Everyday Etiquette. Amy Vanderbilt. Rev. ed. Bantam, 1981. illus. index. | 0-553-23474-9 | 2.67 |
| Bell & Cohn's Handbook of Grammar, Style and Usage. James Bell. 3rd ed. Glencoe Press, 1978. index. | 0-02-470640-X | 10.00 |
| Buying and Selling United States Coins. Ken Bresset. Western Publishing, 1978. Annual. illus. index. | 0-307-09052-3 | 1.97 |
| Comparative Guide to American Colleges. James Cass. 10th ed. Harper, 1981. index. | 0-06-090896-3 | 9.95 |
| Consumer Reports Buying Guide. Consumers Union, 1983. Annual. | 0-385-18349-6 | 2.31 |
| The Dictionary of Biography. Rev. ed. Littlefield, 1975. index. | 0-8226-0281-4 | 1.51 |

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|---|---|---|
| A Doctor's Guide to Nonprescription Drugs. Morton Rubinstein. New American Library, 1977. index. | 0-451-07769-5 | 1.99 |
| Familiar Quotations. John Bartlett. Citadel, 1971. | 0-8065-0250-9 | 3.68 |
| Guinness Book of World Records. Norris McWhirter. Bantam, 1983. Annual. illus. | 0-553-23111-1 | 2.67 |
| How to Find What You Want in the Library. Charlotte Gordon. Barron's, 1979. illus. index. | 0-8120-0696-8 | 4.67 |
| Law Dictionary. Steven Gifis. Barron's, 1975. | 0-8120-0543-0 | 2.61 |
| National Zip Code and Post Office Directory. GPO. Annual (Publication 65). | GPO | 8.00 |
| New American Roget's College Thesaurus In Dictionary Form. Philip Morehead. Rev. ed. New American Library, 1978. | 0-451-11805-7 | 1.99 |
| Occupational Outlook for College Graduates. U.S. Bureau of Labor Statistics. GPO, 1980. illus. | 029-001-02066-0 | 9.08 |
| Old Farmer's Almanack. Robert Thomas. Yankee, 1983. Annual. | 0-89909-006-0 | 1.26 |
| Penguin Medical Encyclopedia. Peter Wingate. 2nd ed. Penguin, 1976. illus. | 0-14-051-048-6 | 6.08 |
| Rand McNally Road Atlas: US, Canada, Mexico. Rand McNally. Annual. illus. (col). maps. index. | 0-528-89400-5 | 4.76 |
| Random House Dictionary. Ballantine, 1980. | 0-345-30566-3 | 2.25 |

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|---|---|---|
| Robert's Rules of Order. Henry Robert. 75th ed. Morrow, 1979. index. | 0-688-05306-8 | 3.77 |
| Weather Almanac. Frank Bair. 2nd ed. Avon, 1979. index. | 0-380-43000-2 | 7.37 |
| Webster's New World Dictionary of American Language. Warner, 1982. | 0-446-31051-4 | 2.17 |
| What Color is Your Parachute? Richard Bolles. Rev. ed. Ten Speed, 1983. illus. index. | 0-89815-091-4 | 6.20 |
| World Almanac and Book of Facts. Newspaper Enterprise Association. Annual. illus. index. | 0-345-30746-1 | 3.43 |
| | Total | $100.39 |

SECOND $100 PURCHASE RECOMMENDATIONS

| | | |
|---|---|---|
| Books and the Teenage Reader: Guide for Teachers, Librarians. Robert Carlsen. 2nd ed. Bantam, 1980. | 0-553-13332-2 | 2.24 |
| Cassell's New Compact German-English Dictionary. H.C. Sasse. Dell, 1981. | 0-440-31100-4 | 2.87 |
| Complete Vegetable Gardener's Sourcebook. Duane Newcomb. Avon, 1980. illus. index. | 0-380-75318-9 | 6.57 |
| Concise Oxford Dictionary of Quotations. Abridged ed. Oxford University Press, 1982. | 0-19-281324-2 | 4.98 |
| Consumer's Dictionary of Food Additives. Ruth Winter. Rev. ed. Crown, 1978. | 0-517-53161-5 | 4.67 |
| Consumer Tactics Manual: How to Get Action on Complaints. John Dorfman. Atheneum, 1980. | 0-689-11115-0 | 2.87 |

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|---|---|---|
| Dictionary of Word Origins. Joseph Shipley. Littlefield, 1982. | 0-8226-0121-4 | 7.76 |
| Don't Use a Resume. Richard Lathrop. Ten Speed, 1980. illus. | 0-89815-027-2 | 1.82 |
| Dr. Greenfinger's Rx for Healthy, Vigorous Houseplants. Andrew Bicknell. Crown, 1980. illus. (col.) index. | 0-517-53822-9 | 4.04 |
| Drugs from A to Z: A Dictionary. Richard Lingeman. 2nd ed. McGraw, 1974. | 0-07-037912-2 | 5.57 |
| Dun & Bradstreet's Guide to Your Investments. Colburn Hardy, ed. 27th ed. Lipoincott, 1982. illus. bibliog. index. | 0-06-090928-5 | 8.07 |
| Grosset Secretarial Handbook. John Clement, ed. Grosset, 1980. index. | 0-448-12657-5 | 5.60 |
| Guide to American Literature and Backgrounds Since 1890. Howard Jones. 4th ed. Harvard University Press, 1972. index. | 0-674-36754-5 | 6.38 |
| How to Trace Your Family Tree: Easy Guide for Beginners. American Genealogical Research Institute Staff. Doubleday, 1975. illus. bibliog. | 0-385-09885-5 | 2.50 |
| Identify Your Stamps. Ervin Felix. Western, 1978. illus. index. | 0-307-06723-8 | 4.51 |
| Manual for Writers of Term Papers. Kate Turabian. 4th ed. University of Chicago Press, 1973. index. | 0-226-81621-4 | 2.91 |
| Official Congressional Directory. U.S. Committee on Printing. GPO, 19 -. Biennial. | GPO | 10.05 |
| The Pill Book. Harold Silverman. 2nd ed. Bantam, 1982. illus. (col.) bibliog. index. | 0-553-22527-8 | 2.61 |

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|---|---|---|
| Statistical Abstract of the United States. U.S. Bureau of Census. GPO, 19 -. Annual. | 0081-4741 | 9.08 |
| World Almanac Book of Who. Hana Lane, ed. Ballantine, 1980. index. | 0-345-29177-8 | 5.51 |
| | Total | $100.61 |

THIRD $100 PURCHASE RECOMMENDATIONS

| | | |
|---|---|---|
| Audubon Society Field Guide to North American Rocks and Minerals. Charles Chesterman. Knopf, 1978. illus. (part col.) bibliog. index. | 0-394-50269-8 | 7.83 |
| Cassell's New Compact French-English Dictionary. Dell, 1981. | 0-440-31128-4 | 2.87 |
| Cassell's New Compact Spanish-English Dictionary. Dell, 1982. | 0-440-31129-2 | 2.31 |
| Complete Book of Questions and Answers Cat Owners Ask Their Vet. Susan McDonough. Running Press, 1980. illus. index. | 0-89471-073-7 | 5.57 |
| Computer Dictionary. Charles Sippl. Howard W. Sams, 1982. | 0-672-21652-3 | 9.97 |
| Criminal Law for the Layman: Guide for Citizen. Fred Inbau. Chilton, 1978. index. | 0-8019-6649-3 | 8.28 |
| Dictionary of Philosophy. Peter Angeles. Harper, 1981. index. | 0-06-463461-2 | 3.92 |
| Expert's Crossword Puzzle Dictionary. Herbert Baus. Doubleday, 1973. | 0-385-04788-6 | 4.57 |
| A Field Guide to the Birds. Roger Peterson. Houghton, 1968. illus. index. | 0-395-26619-X | 9.62 |

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|---|---|---|
| Glossary of Literary Terms. M.H. Abrams. 4th ed. Holt, 1981. index. | 0-03-054166-2 | 10.75 |
| Hammond Citation World Atlas: New Census Edition. Hammond, 1982. Illus. (part col.) maps. index. | 0-8437-1255-4 | 13.11 |
| History Atlas of Our Country. Hammond, 1980. illus. (col.) maps. index. | 0-8437-7435-5 | 2.90 |
| Tracing Your Ancestry: Guide to Researching Family History. Wilbur Helmbold. Oxmoor House, 1978. illus. index. | 0-8487-0486-X | 3.59 |
| TV Movies. Leonard Maltin, ed. Signet, 1983. | 0-451-11847-2 | 3.27 |
| Wallace-Homestead Price Guide to American Country Antiques. 3rd ed. Wallace-Homestead Books, 1982. illus. | 0-87069-406-5 | 9.17 |
| | Total | $97.73 |

## FOURTH $100 PURCHASE RECOMMENDATIONS

| | | |
|---|---|---|
| Book Bait: Adult Books Popular with Young People. Elinor Walker, comp. ALA, 1979. index. | 0-8389-0279-0 | 5.21 |
| Bulfinch's Mythology. Thomas Bulfinch. Abridged ed. Dell, 1959. index. | 0-440-30845-3 | 3.77 |
| Chilton's More Miles Per Gallon Guide. Chilton, 1980. illus. index. | 0-8019-6908-5 | 10.17 |
| Dictionary of Art and Artists. Peter Murray. 4th ed. Penguin, 1976. | 0-14-051014-1 | 5.08 |
| Dictionary of Biology. Edwin Steen. Barnes, 1971. | 0-06-463321-7 | 5.57 |



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|---|---|---|
| Dictionary of Modern History 1789-1945. A.W. Palmer. Penguin, 1975. | 0-14-051026-5 | 6.08 |
| Encyclopedia of Sociology. Gayle Johnson, ed. New & updated. Dushkin, 1974. illus. biblio. | 0-87967-329-X | 9.16 |
| Field Guide to Medicinal Wild Plants. Bradford Angier. Stackpole, 1978. illus. (col.) index. | 0-8117-2076-4 | 8.55 |
| Harvard Brief Dictionary of Music. Willi Apel. Pocket, 1969. illus. plates, music. | 0-671-43475-6 | 2.61 |
| Myths and Legends of all Nations. Herbert Robinson. Littlefield, 1976. index. | 0-8226-0319-5 | 5.87 |
| Penguin Dictionary of Geology. D.G.A. Whitten. Penguin, 1976. | 0-14-051049-4 | 6.08 |
| Peter's Quotations: Ideas for Our Time. Laurence Peter. Bantam, 1979. index. | 0-553-22643-6 | 2.58 |
| Pocket Dictionary of American Slang. Pocket Books, 1968. | 0-671-43227-3 | 2.69 |
| Poisonous Plants of the United States. Walter Muenscher. Rev. ed. Macmillan, 1975. illus. index. | 0-02-080870-4 | 4.42 |
| Rand McNally Campground and Trailer Park Guide. Rand McNally, 1983. Annual. illus. maps. | 0-528-84274-9 | 10.07 |
| Road Atlas of Europe. Rand McNally, 1983. illus. maps. index. | 0-528-89490-0 | 3.97 |
| Where Do I Go From Here with My Life? John Crystal. Ten Speed, 1976. illus. appendix. | 0-89815-084-1 | 7.42 |
| | Total | $99.30 |

## FIFTH $100 PURCHASE RECOMMENDATIONS

| | | |
|---|---|---|
| Atlas of World Population History. Colin McEvedy. Penguin, 1978. Illus. maps. bibliog. index. | 0-14-051076-1 | 5.08 |
| Handbook to Literature. C. Hugh Holman. 4th ed. Bobbs, 1981. | 0-672-61481-3 | 9.61 |
| Harper's Topical Concordance. Charles Joy. Harper, 1976. | 0-06-064229-7 | 12.77 |
| New College Encyclopedia of Music. J.A. Westrup. Rev. ed. Norton, 1960. illus. | 0-393-00074-5 | 10.07 |
| Stagecraft for Nonprofessionals. P.A. Buerki. 3rd ed. University of Wisconsin Press, 1972. illus. index. | 0-299-06234-1 | 7.25 |
| Story Programs: Source Book of Materials. Carolyn Peterson. Scarecrow, 1980. illus. bibliog. index. | 0-8108-1317-3 | 13.65 |
| Oxford Regional Economic Atlas: US and Canada. 2nd ed. Oxford University Press, 1982. illus. bibliog. | 0-19-894308-3 | 12.17 |
| Penguin Atlas of Ancient History. Colin McEvedy. Penguin, 1982. maps. index. | 0-14-070832-4 | 6.08 |
| Periodicals for School Media Programs. Selma Richardson. ALA, 1978. index. | 0-8389-0243-X | 10.11 |
| Quotable Woman: Encyclopedia of Useful Quotations, Indexed by Subject and Author, 1800 On. Elaine Partnow, comp. Pinnacle Books, 1980. | 0-523-40874-9 | 2.58 |
| | Total | $89.37 |

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|---|---|---|
| Facts and Figures on Government Finances. Tax Foundation, 1981. Biennial. index. | GPO | 15.50 |
| Yearbook of American and Canadian Churches. Abingdon, 1982. Annual. illus. index. | 0-687-46637-7 | 16.37 |

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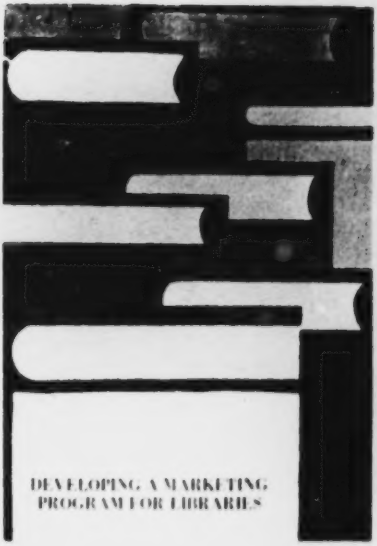


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November 12, 1985

Dear Subscriber:

Because of the seminal nature of THE HABRIN REPORT, the present issue of Rural Libraries is devoted exclusively to making this publication available to all who are interested in the future of information access in rural America. We, of the Center for the Study of Rural Librarianship, hope that you will understand the reason for the departure from the normal format of our publication.

It is hoped that, in the near future, the intent of the HABRIN document will become a reality.

Sincerely,

Bernard Vavrek
Coordinator

# THE NABRIN REPORT

Report of the National Advisory Board on Rural Information Needs
Planning Committee

April 17, 1985

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## EXECUTIVE SUMMARY

The NABRIN planning committee was convened by NCLIS early in 1984 to "examine and evaluate the concept of a National Advisory Board on Rural Information Needs, [and] determine if there is a need for such a board and what its purpose would be, provided the U.S. Department of Agriculture supports this effort." Agreement to participate in the planning committee study was quickly obtained from the Office of the Secretary, U.S.D.A. The fifteen-person committee represented a balance of interests from concerned U.S.D.A agencies, the Commission, and the library and information communities was appointed by the Commission. The committee was chaired by the program officer for NCLIS's National Rural Library and Information Services Development Program; the vice chairperson was the Special Assistant to U.S.D.A.'s Assistant Secretary for Administration. The NABRIN planning committee met regularly throughout 1984 and early 1985 at U.S.D.A.

At its second meeting, the planning committee considered three basic questions: (1) is the issue of inadequate rural information services important enough to take nationwide action to bring about change and improvement; (2)is there a need for improved information services in rural areas, and would greater accessibility to such services have enough of a positive economic and social impact on rural areas to warrant extraordinary effort to correct the situation; and (3) would a high level National Advisory Board on Rural Information Needs (NABRIN) be prestigious enough to cause the private and public sector information providers and utilities to recognize and respond to the information needs of rural citizens and communities. Committee consensus was that the issues were important enough to pursue the idea of a high level board which would focus national attention on the information needs of rural America.

The committee determined that despite the vast informational resources available and the many existing networks and delivery systems now in place, most of rural America is not able to obtain the kinds of information necessary for local community officials in rural areas to govern these communities well. The lack of strong libraries and other informational resources in rural areas also inhibits or limits their ability to attract important new revenue-producing resources, businesses and institutions. Adequate health care, legal services, schools, family services and a host of other essential services depend on adequate information resources. An increasing number of responsible observers, including rural sociologists, political scientists, librarians, economists, local government officials and others are writing and testifying that despite the new information and telecommunications technologies, the information gap between rural and urban communities is widening rather than decreasing. Although the content costs of information and data bases are still declining,

the higher costs that seem to be associated with large scale telecommunications services more than offset the low cost of the information and data that could be used by the rural consumer.

## THE NABRIN REPORT AND THE NABRIN CHARTER

The report consists of four main parts: introduction, background, cooperative planning, and the proposed NABRIN charter. Two items in the List of Appendices are particularly important: Public Law 91-345, and "U.S. Department of Agriculture," Chapter 55, Code of Federal Regulations. For the convenience of the reader, only those parts of both laws that apply directly to a proposed NABRIN are shown.

1. Introduction: The introduction is a very brief statement about the innovative process which led to the proposal to establish a National Advisory Board on Rural Information Needs in the U.S. Department of Agriculture.

2. Background: The background statement gives an overview of the many problems of rural America and how the information age is passing it by. It finishes with a list of eleven important informational imperatives for rural America.

3. Cooperative National Planning to Meet Rural Information Needs. This section discusses in some detail the four years of effort by the Commission to focus national attention the information needs of the nation's rural areas, and how this effort has led to the proposal to establish a National Advisory Board on Rural Information Needs in U.S.D.A.

4. Charter: The proposed charter for NABRIN is the heart of the report. It would establish a twenty member NABRIN in U.S.D.A. to advise and assist the Secretary of Agriculture in focusing national attention on rural information needs, and in the development of policies, strategies and action programs that will be responsive to these needs.

## INTRODUCTION

Numerous investigations of the innovative process have shown that it takes from five to ten years for an innovation to become established in our society. While it has taken little more than one year to produce this report from the National Advisory Board on Rural Information Needs (NABRIN) Planning Committee, six years of effort consisting of persuasion, argumentation, coalition building, cooperation, and collaboration were consumed in laying the groundwork. This is not to say that an advisory board on rural information needs was foreseen in 1978, although the chain of events, program planning and activities, that have led to this report, began in that year.

In 1978, the National Agricultural Library submitted to the White House an "Innovative Initiative to Focus Useful Scientific, Technical, and Social Information to the Small Businessman, the Farmer, and Local Community Groups." This initiative was written in support of two White House Conferences scheduled within a three month period: The White House Conference on Library and Information Services, November 15-20, 1979, and the White House Conference on Small Business, January 13-17, 1980.

The major objectives of this initiative were twofold: (1) assure the accessibility and use of beneficial information by all constituencies of USDA, including the small businessman, and (2) strengthen or revitalize the community library or local library system as information centers.

The innovative process is not the same as the creative process, however. It can be an old idea that is new to the adopting institution(s). It frequently results from either reordering, restructuring, or combining the goals and objectives of existing institutions into new formal structures or cooperative ventures. Frequently existing elements and procedures of the existing institutions are adopted by two or more institutions without significant loss of autonomy by any one of them.

Instrumental to the innovative process described in this report were the contributions of a great number of people who represented one or more of the following agencies or organizations: American Library Association; American Society for Information Science; Center for the Study of Rural Librarianship, Clarion University of Pennsylvania; Chief Officers of State Library Agencies; Congressional Research Service; Information Industry Association; Intermountain Community Learning and Information Service Project; National Association of State Universities and Land-Grant Colleges; National Commission on Libraries and Information Science; National Technical Information Service; Public Library Association, Committee on Rural Library Services; Pioneer Public TV, Appleton, Minnesota; United States Department of Agriculture--

Office of the Secretary, Cooperative Extension Service, National Agricultural Library, Office of Rural Development Policy; and, Utah State University.

Gerald J. Sophar

Gerald J. Sophar
Chairperson
Planning Committee

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## I. BACKGROUND

We live in a remarkable society. Coexisting in the same ecosystem are extreme differences. On one hand, we point with deserved pride to the accomplishments of technology--the Space Shuttle, microprocessing, telecommunications--are only a few of these distinct achievements. Linerally, we must observe, however, the opposite end of the spectrum. Poverty, social anomie, despair, etc., remind us of enduring unmet challenges within our fragile human framework. We are also cognizant of the fact that our perceptions about ourselves and our world are conditioned by unrelenting change. Causing this change and likewise symptomatic of it is a phenomenon of dynamic and unyielding proportions--information as an ever expanding and nonconsumable product. "Information is a resource of immense economic and social value. It is vital to the proper functioning of a democratic society, a crucial tool in a productive economy and an effective government, a central part of the growth and well being of individuals."[1]

Pi-Sheng and Gutenberg changed our world because of providing the facility of replicating information through the use of moveable type. Computer technology, at its current level, provides an ability to store, organize, and disseminate information at an unbelievable and potentially incomprehensible rate. Added to

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[1]U. S. National Commission on Libraries and Information Science. Public Sector/Private Sector Interaction in Providing Information Services. (Washington, D. C.: Government Printing Office, 1982), p. vii.

this is all of the information in graphic, tactile, and textual forms which may be found in American libraries and museums. In a real sense, we have become a society in which we are both consumer of and consumed by information. At a practical level, therefore, conceptualizing and being able to deal with information is a problem of the greatest proportions in the United States. While information may be conceived of as amorphous and anonymous, it provides the intellectual and economic power of survival.

Because of the cultural and economic differences which comprise the United States, access to information is disproportionately available to its citizenry. Unfortunately, the cliche of "the rich get richer and the poor get poorer" has a validity in relation to information access. Technology has the potential to mitigate real or imagined economic boundaries. At the present, however, information technology augments already established resource centers, and these tend to be located in the metropolitan areas of the United States. As a consequence of this natural tendency, rural America shares unfavorably in the "information pie." The purpose of this document, therefore, is to posit a cooperative thrust which combines the talents of government and of the private and public sectors to respond to the critical needs of information access and use in the rural countryside.

Ironically, the need to consider the infrastructure of information in nonmetropolitan America has never been greater. For the first time in the history of the United States, more people are moving to rural areas than metropolitan places. During the period of

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1970-1980, the rural population of the United States grew by 16%, while metropolitan growth was charted at ten percent.[2] In reality, the nonmetropolitan growth was even larger but hidden because of the effect of the Standard Metropolitan Statistical Area (SMSA,) which classifies the population of an entire county as urban regardless of the characteristics of the individual towns or townships which it comprises. In 1980, the SMSA was changed to a Metropolitan Statistical Area (MSA,) which adds the tests of population growth, density, travel to work, etc., for defining urban places. Because of the 1980 definition, e.g., 49 previously named metropolitan counties have been reclassified as rural. But 38 new areas have been listed as MSA's that contain large number of rural people.[3] Presently, 85 million people live in 45,000 rural communities, 35 percent of which are incorporated cities.[4] While there is currently some suggestion that the rural migration has slowed, there is no indication of permanent population decline.

A complex number of reasons account for the "rebirth" of rural America. Interstate highway systems, population mobility, an expanding service economy, the availability and growth of institutions of higher education, the movement of job opportunities into the

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[2]U. S. Department of Agriculture, Economic Development Division, Economic Research Service. Chartbook of Nonmetro-Metro Trends. (Washington, D. C.: Government Printing Office, Rural Development Research Report, Number 43, 1984), p. 4.

[3]Calvin Beale, "New Definitions for Metropolitan Areas," Rural Development Perspectives. Volume 1, Issue 1 (October, 1984), p. 20.

[4]J. Norman Reid and Patrick J. Sullivan, "Rural Infrastructure: How Much? How Good?" Rural Development Perpspectives. Volume 1, Issue 1 (October, 1984), p. 10.

countryside, etc., are causal considerations. There is also some suggestion, while rural America has become decidely less agrarian since its founding, that renewed interest in farming is also a mitigating factor in augmenting rural population growth. Over the last several years, for instance, there has been a 17% increase in the number of small farms in the United States.[5]

Another factor must be added to those above to further explain why there has been a reversal of the traditional rural to urban exodus. Simply put, but difficult to completely analyze, Americans are looking for a "better way of life." The real and imagined values of small town living have created an appealing sociology in which the new rural people hope to participate. Meaningful interpersonal relationships, safe places, clean air and water, the back yard garden, close proximity to recreational areas, etc., are all part of this new rural mentality. Small town America has also encouraged the older American to remain in his or her community rather than seeking health related services traditionally characteristic of metropolitan areas. Consequently, the countryside is presently "older" than urban places. In a real sense, we are witnessing a new melting pot at work in rural America.

As our country had to adjust its institutions to the waves of immigrants in the 19th and 20th centuries, in microcosm, the same challenges exist for the rural towns and townships which are faced with new and accelerated demands for a wide variety

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[5]"Census Shows Rise in Number of Small Farms," The New York Times, September 4, 1984, sec. 1, p. 17.

of social and cultural services. Further, because the "new rurals" have brought with them expectations nurtured by urban living, unavoidable conflicts arise because of value systems which cannot presently be supported by existing rural infrastructures. There is deep concern, e.g., that a quick "patching-up" of the support systems in rural communities may simply not be sufficient to meet these new needs and that a complete reworking might be necessary. Typical examples for consideration are existing bridges and roads which can no longer support the weight of modern construction vehicles, or the lack of public water service in 60% of America's unincorporated rural areas.[6] While the dichotomy of rural and urban is closing, politically and culturally, nonmetropolitan America continues to endure the proverbial back seat in relation to its economic base, health support, social services, educational institutions, etc. In relation to health services, for instance, while most rural Americans today have access to hospital facilities, few enjoy the specialized medical resources that are located in metropolitan areas.

No greater disparity exists between rural and urban America, however, than when access to information is considered. In many ways, the information needs of rural Americans are similar to those of their urban counterparts. The differences, however, are created by the distances separating both human and physical resources in the rural countryside. Most urbanites have entree to a literal cornucopia of information resources--libraries, museums,

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[6]Reid and Sullivan, Rural Infrastructure..., p. 10.

data centers, specialized agencies of various types, etc., all within the mass transportation radius of a city. Rural Americans, however, must travel an average of over 50 miles to reach a city of 25,000 people, where some of these information services may be available.[7]

It is difficult to adequately express what comprises the "information spectrum" of our society. As benchmarks, however, consider the fact that over 40,000 books in English are being published in the United States annually, millions of documents and other resources are produced by governmental agencies, approximately 100,000 periodicals are published worldwide, and as many as 20,000 programs for microcomputers have been marketed within the last three years. Added to these products are all of the countless items already residing in libraries and other repositories. Without the need for hyperbole, our information economy consists of billions of things and billions of dollars. "Information" is so pervasive a concept that John Naisbitt (of Megatrends fame) has concluded that information, along with people, constitute the necessary elements for the survival of business in the United States.[8]

Rural America has always been faced with the problems of collecting, organizing, and disseminating information. Institutionally, these challenges have been assumed by a variety of agencies--Cooperative Extension Service, public libraries, data processing professionals,

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[7]Reference Service in Rural Public Libraries. (Clarion, Pennsylvania: Clarion State College, School of Library Science, Center for the Study of Rural Librarianship, 1982), p. 25.
[8]John Naisbitt, "Reinventing the American Corporation," The New York Times, December 23, 1984, sec. 3, p. 2.

local and state governments, public and private agencies, etc. The difficulty has been, however, that these helping entities have frequently provided their services in isolation of each other even though their goals have been similar. For example, Extension's job is education and the transmittal of practical information produced by research entities to the public. In like manner, the historical role of the public library has been to provide for the educational, informational, and recreational needs of its clientele. Parenthetically, it should be noted that the presence of Cooperative Extension and the local community library provide the first-line of informational support in rural America. The entrepreneurial private sector also contributes to life-long learning and informational support, e.g., through the stimulation of new ideas and the delivery of services. The challenge now becomes one of welding those organizations, presently supporting the "info-structure" of rural America, into a cooperative thrust. Overwhelming amounts of information, along with their relative costs, the inability of coping individually, local governmental autonomy, a sense of the new federalism, etc., make this cooperative thrust an imperative of the largest magnitude. Literally, it is a matter of survival.

Lest it be misunderstood, while the cooperative paradigm suggested above is necessary to deal with the phenomenon of information on a philosophical level, it is the challenge of accessing, analyzing, and disseminating information for the solution of practical problems that is the most immediate concern in rural America.

The following is a list, not in priority order, suggesting

some of these informational imperatives:

First, to meet the concerns of local part-time governmental officials, who need increasing amounts of technical data to administer rural areas--at a time when greater reliance is placed on local sources of revenues;

Second, for the needs of rural planners, who are faced with alternative choices among the facilities and technologies needed to support and/or rebuild community services;

Third, to assist "the transformation of the rural economy from its agrarian and extractive past to its current dependence on manufacturing and service industries, and its integration into national and international markets...."[9]

Fourth, for the private sector, that must respond to the population growth in rural areas by helping to create new sources of employment;

Fifth, for local and state governments that are cognizant of needed demands in developing new job training partnerships;

Sixth, for the individuals and agencies responsible for the future of the rural family, which is diminishing in size and getting older;

Seventh, to provide information to those responsible for communications and telecommunications policy;

Eighth, to assist in the "development of efficient ways of disseminating agriculture-related information to consumers and government officials to enhance their understanding of agriculture

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[9]Kenneth L. Deavers and David L. Brown, "A New Agenda for Rural Policy in the 1980's." Rural Development Perspectives Volume 1, Issue 1 (October, 1984), p. 39.

and policy needs;"[10]

Ninth, to help in the development of agribusiness near the place of farm production through the education of industrial and business managers;[11]

Tenth, to help educate farmers on national and international policies and issues effecting agricultural production and marketing; and,

Eleventh, to enable those individuals living in rural America to enjoy a better life because of access to timely information.

Bernard Vavrek
Clarion University of Pennsylvania

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[10]U. S. Department of Agriculture, Cooperative Extension Service and the National Association of State Universities and Land-Grant Colleges. Extension in the 80s: A Perspective for the Future of the Cooperative Extension Service. (Madison, Wisconsin: University of Wisconsin, Cooperative Extension Service, 1983), p. 9.

[11]Ibid., p. 9.

## II. COOPERATIVE NATIONAL PLANNING TO MEET RURAL INFORMATION NEEDS

In 1981, Mr. Gerald J. Sophar, former Executive Officer of the National Agriculture Library, was transferred through a loan agreement to the National Commission on Libraries and Information Science to help augment a continuation of NAL's rural information services outreach program. NCLIS, by law, has a major responsibility in providing for the library and information needs of rural America. As a consequence of its involvement, NCLIS, under the direction of Dr. Toni Carbo Bearman, sponsored a Joint Congressional Hearing at the meeting of the World Future Society on July 21, 1982, in Washington, D. C.[12] Senator Mark Andrews (Rep.) of North Dakota, and Representative George E. Brown Jr. (Dem.) of California, co-chaired the Hearing, which attracted over 350 individuals. In addition, more than 1500 people also visited a NCLIS sponsored exhibit of a model rural learning/information center.

Through the published hearing, the Secretary of Agriculture stated his support with the following comment:

> The Department of Agriculture will continue to cooperate with the Commission [National Commission on Libraries and Information Science] in furthering the common goal of providing good information to our agricultural and rural communities... The Commission can count on the full cooperation of the Department of Agriculture.[13]

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[12] U. S. Department of Agriculture and U. S. National Commission on Libraries and Information Science, Joint Congressional Hearing on the Changing Information Needs of Rural America: The Role of Libraries and Information Technology, July 21, 1982. (Washington, D. C.: Government Printing Office, 1984.)

[13] Joint Congressional Hearing...., p. ii.

Early in 1983, the rural information services outreach program initiated at NAL and continued as a function of NCLIS evolved into and was renamed the National Rural Library and Information Services Development Program (NRLISDP.) Further, this entity acquired support at the highest departmental level, i.e., at the Office of the Secretary of Agriculture. This was a particularly important development in that NCLIS is not an operating agency and, therefore, could not continue NRLISDP on a permanent basis.

In October, 1983, during the 46th Annual Meeting of the American Society for Information Science, in Washington, D. C., Mr. Raymond Lett, Executive Assistant to the Secretary of Agriculture, chaired a program dealing with the use of information to encourage innovation and increase productivity in rural areas of the United States. The session was co-sponsored by NCLIS and USDA. Joining Mr. Lett on the platform were Ms. Elinor Hashim, Chairman of the Commission; Ms. Laura Chodos, Regent of the University of the State of New York and Chairman of the White House Conference on Libraries and Information Services' Task Force; and, Dr. Glenn Wilde, Assistant Dean, Extension, College of Humanities, Arts and Social Sciences, Utah State University and leader of the Intermountain Community Learning and Information Services Project (ICLIS.)

Although the topic discussed at the above mentioned session was interesting, it was no more significant than those matters considered at similar sessions during other meetings of the Information Science, Library, and Cooperative Extension communities. However, in another sense, this session had an historical significance

associated with it. For the first time, the leaders of these communities shared a platform to state that the need to improve the delivery of information services to rural America was national in scope and to pledge a response to this need.

Earlier in the same year, USDA and the National Association of State Universities and Land-Grant Colleges (NASULGC) issued a joint report, "Extension in the 80s." This report described a number of Extension's goals in furthering its classical mission of disseminating and diffusing information and knowledge (particularly that which is research generated) to communities, universities, and individuals. The report states that Extension will focus on six major program goals in conducting its mission. One of these is "To cooperate with other agencies and institutions of local, state, and federal governments, and the private sector in the development and conduct of informational programs for the public." Clearly, Cooperative Extension has reinforced its commitment to the future of rural America.

During the last month of 1983, meetings began between Elinor M. Hashim, Chairman of NCLIS and Mary Nell Greenwood, Administrator of USDA's Extension Service, to consider the development of a permanent board which would focus national attention on the information needs of the rural citizenry. Because of these meetings and earlier ones that took place between Gerald J. Sophar and Ernie Matthias, a Special Assistant in the Office of the Secretary of Agriculture, a National Advisory Board on Rural Information Needs (NABRIN) Planning Committee was formed. As evidence of its commitment

to this activity, the Department of Agriculture assigned five individuals to the NABRIN Planning Committee representing: the Office of the Secretary; the Rural Development Office; the National Agriculture Library; the Extension Service; and the Extension Committee on Organization and Policy.

The NABRIN Planning Committee now has fifteen members, one of whom is the Director of the National Technical Information Service. Others members of the Committee represent a cross section of the public and private sector who are involved in information access and use. The Planning Committee met for the first time on January 21, 1984, and then throughout the remainder of the year. Resulting from its deliberations is a modus operandi consisting of a set of goals and objectives.

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## III. CHARTER OF THE NATIONAL ADVISORY BOARD ON RURAL INFORMATION NEEDS

### A. Establishment

In accordance with USDA Departmental Regulation, the Secretary of Agriculture has established the National Advisory Board on Rural Information Needs, chartered under the Federal Advisory Committee Act of 1972 (Public Law 92-463), to advise and counsel the Secretary on subjects relating to rural information matters.

### B. Objectives and Duties

1. The objectives of the Board are to advise and assist the Secretary of Agriculture, and other Federal Agencies and officials referred to in USDA Departmental Regulations with actions designed to carry out the assignments set out herein and particularly those pertaining to rural development set forth in Section 2204 and 2211 (b), Chapter 55, of the U. S. Code of Federal Regulations.

2. The Board shall focus national attention on the essential information needs for rural America, and will examine these needs in order to develop policies, strategies, and action programs that will enable rural citizens, governments, public and private entities to access, offer, and utilize appropriate information based services.

3. Specifically, the Board shall:

a. Identify the needs for information services in rural communities and determine the private and public benefits and value of such services.

b. Evaluate existing information services and consider appropriate revision, alternatives, and/or extensions necessary to provide the information services required.

c. Develop a plan for implementing cost effective information based services that assure the needs of rural communities are met, and seek its implementation.

d. Enlist the cooperation and support of: federal, state, and local agencies; private firms; foundation; organizations and institutions; other interested or affected entities.

4. The Board shall submit an annual report to the Secretary which will include a summary of the Committee's efforts during the year, plans for the next two years, and recommendations prepared by the Board. It shall also submit the annual report to the Chairman of the National Commission on Libraries and Information Science.

5. The Board shall serve on a continuing basis within the limitations of the law.

6. The Board functions solely as an advisory body in compliance with the provisions of the Federal Advisory Committee Act.

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C. Members and Chairperson

1. The Board shall consist of not more than twenty members appointed by the Secretary, assuring a valuable, balanced, and effective representation from the public and private sectors as follows:

a. From the private sector, persons recognized as experienced and skilled in disciplines as follows, two each from: agribusiness; information services; communications/technology. One each from: the media; financial services; marketing; and one other as appropriate.

b. From the public sector, persons recognized as experienced and skilled as follows, one each from: Republican Congress; Democrat Congress; Land Grant University/1890 College; state/county library; NCLIS; three persons from USDA, including Cooperative Extension and the National Agricultural Library; sociology educator; and one other as appropriate.

2. A non-member, who is an employee of the Department of Agriculture serving at the pleasure of the Secretary, designated Board/Committee Management Officer in accordance with Section 8. (b) of the Federal Advisory Committee Act.

3. The Chairperson shall be elected by the Board members; the Vice-Chairperson shall be the NCLIS representative and they shall fulfill the duties specified by the Federal Advisory Committee Act and/or other appropriate law or regulation. These person shall serve no more than a two-year term in their respective offices.

4. The terms of the initial Board members shall expire (designated by the Secretary at the time of the appointment) as follows:

five at the end of the first year; five at the end of the second year; five at the end of the third year; and five and the end of the fourth year. All persons appointed after the initial appointments shall serve a four-year term, except that any person appointed to fill an unexpired term vacancy, shall be appointed only for that term of the vacancy.

5. No person shall serve as a member of the Board for more than two terms.

6. Selection and appointment to the committee shall be made without regard to race, color, national origin, religion, handicap or sex.

7. Any Board member who is absent from four consecutive Board meetings will automatically terminate his or her membership.

D. Board Meetings

The Board meets at least every three months at the call of the Chairperson, unless the Chairperson determines, in consultation with the other Board members, that such a meeting is not necessary to achieve the purposes of the Charter. Meetings and the work of the Board shall be subject to the provisions of the Federal Advisory Committee Act and USDA Departmental Regulations.

E. Recommendations to the Secretary

From time to time, the Board shall make written findings and recommendations to the Secretary. The Secretary shall report to the Board the disposition of the findings and recommendations, including the rationale for approval or disapproval of the Board's recommendations. The Secretary shall make such reports no later

than one hundred and twenty days after the written submission of the recommendations.

F. Reports

Within ninety days after the close of each calendar year, the Board shall submit an Annual Report to the Secretary, with copies to other designated offices. This report shall outline the activities undertaken by the Board since it inception, or last Annual Report, and shall include any findings and recommendation made to the Secretary during the reporting period. This Annual Report shall also provide the Secretary with the Board's plans and projected activities for the succeeding two years.

G. Support Services

The Secretary shall provide such staff personnel, clerical assistance, services, materials, and office space required to assist the Board in carrying out its duties.

H. Compensation and Operating Costs

The members of the Board shall serve without compensation, if not otherwise officers or employees of the United States Government, except that they shall, while away from their homes or regular places of business in the performance of services or duties to the Board, be allowed travel expenses, including per diem in lieu of subsistence, in the same manner as persons employed intermittently in the Government service are allowed expenses under sections 5701 through 5707 of Title 5, United States Code.

Annual operating costs are estimated at $120,000 and one staff year.

Support for the Committee will be provided by: (support agency to be determined by the Secretary of Agriculture).

IV. MEMBERS: NABRIN PLANNING BOARD

Gerald J. Sophar, Chairperson, Administrator For Federal/Local Community Information Programs, National Commission on Libraries and Information Science, Washington, D. C.

Joseph Caponio, Director, National Technical Information Service, Springfield, Virginia.

Barry Carr, Senior Analyst, Environment and National Resources Policy Division, Congressional Research Service, The Library of Congress, Washington, D. C.

Daniel H. Carter, Vice-President, Strategic Business Services, Walter Ulrich Consulting, Houston, Texas.

Clarence L. Coffindafer, State Librarian, South Dakota Library and Archives, Pierre, South Dakota.

Howard Diesslin, Associate Director, Extension, Food and Agriculture, National Association State Universities and Land-Grant Colleges (NASULGC), Washington, D. C.

Ansel W. Doll, General Manager, Pioneer Public TV, KWCM, Appleton, Minnesota.

Robyn Frank, Chief, Food and Nutrition Information Center, National Agricultural Library, Beltsville, Maryland.

David Holder, Program Leader, Extension Service, U. S. Department of Agriculture, Washington, D. C.

Melvin Josephs, Associate Director, Office of Program and Product Management, National Technical Information Service,Springfield,VA.

Ernie Matthias, Vice-Chairperson, Special Assistant to the Assistant Secretary for Administration, U. S. Department of Agriculture, Washington, D. C.

George A. Sands, Jr., Administrator, Caroline County Public Library, Denton, Maryland.

Neil Storms, Rural Policy Coordination Officer, Office of Rural Development Policy, U.S. Department of Agriculture, Washington,D.C.

Bernard Vavrek, Coordinator, Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, Clarion, Pennsylvania.

Margaret Warden, Commissioner, National Commission on Libraries and Information Science; Member, Montana State Advisory Council for Libraries, Great Falls, Montana.

## MEMBERS OF THE COMMISSION

The Commission is composed of the Librarian of Congress and fourteen Members appointed by the President, by and with the advice and consent of the Senate. Commissioners' terms expire on July 19 of the year indicated in parentheses.

Elinor M. Hashim (1986)

Bessie Boehm Moore (1988)

Helmut Alpers (1984)

Gordon Ambach (1985)

Patricia Barbour (1989)

Charles Benton (1985)

Daniel J. Boorstin*

Daniel H. Carter (1989)

Daniel W. Casey (1989)

Carlos A. Cuadra (1984)

Wanda L. Forbes (1988)

Paulette H. Holahan (1985)

John E. Juergensmeyer (1987)

Byron Leeds (1986)

Jerald C. Newman (1987)

Margaret Phelan (1988)

Margaret S. Warden (1984)

William J. Welsh

Julia Li Wu (1987)

*William J. Welsh, Deputy Librarian, serves for Dr. Boorstin



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## RESOLUTION

Be it resolved

That a study and planning committee be convened by the Commission to examine and evaluate the concept of a National Advisory Board on Rural Information Needs (NABRIN), determine if there is a need for such a board and what its purpose would be, provided the U.S. Department of Agriculture supports this effort, and

That the Planning Committee be charged to prepare a report by June 30, 1984, if at all possible, or as soon thereafter as it can, on a NABRIN"s purpose, functions, alternative institutional locations, possible membership formats and organisational structures, and funding mechanisms.

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Authority and Responsibility
of the
National Commission on Libraries
and Information Science

APPENDIX

Public Law 91-345
91st Congress, S. 1519
July 20, 1970
As amended by Public Law 93-29, Section 802, May 3, 1973
An Act

To establish a National Commission on Libraries and Information Science, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Commission on Libraries and Information Science Act".

STATEMENT OF POLICY

SEC. 2. The Congress hereby affirms that library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize most effectively the Nation's educational resources and that the Federal Government will cooperate with State and local governments and public and private agencies in assuring optimum provision of such services.

COMMISSION ESTABLISHED

SEC. 3. (a) . . . . (b) . . . .

CONTRIBUTIONS

SEC. 4. . . . .

FUNCTIONS

SEC. 5. (a) The Commission shall have the primary responsibility for developing or recommending overall plans for, and advising the appropriate governments and agencies on, the policy set forth in section2. In carrying out that responsibility, the Commission shall---

(1) advise the President and the Congress on the implementation of national policy by such statements, presentations, and reports as it deems appropriate;

(2) conduct studies, surveys, and analyses of the library and informational needs of the Nation, including the special library and informational needs of rural areas, of economically,

socially, or culturally deprived persons, and of elderly persons, and the means by which these needs may be met through information centers, through the libraries of elementary and secondary schools and institutions of higher education, and through public, research, special, and other types of libraries;

(3) appraise the adequacies and deficiencies of current library and information resources and services and evaluate the effectiveness of current library and information science programs;

(4) develop overall plans for meeting national library and informational needs and for the coordination of activities at the Federal, State, and local levels, taking into consideration all of the library and informational resources of the Nation to meet those needs;

(5) be authorized to advise Federal, State, local, and private agencies regarding library and information sciences;

(6) promote research and development activities which will extend and improve the Nation's library and information-handling capability as essential links in the national communications networks;

(7) submit to the President and the Congress (not later than January 31 of each year) a report on its activities during the preceding fiscal year; and

(8) make and publish such additional reports as it deems to be necessary, including, but not limited to, reports of consultants, transcripts of testimony, summary reports, and reports of other Commission findings, studies, and recommendations.

(b) The Commission is authorized to contract with Federal agencies and other public and private agencies to carry out any of its functions under subsection (a) and to publish and disseminate such reports, findings, studies, and records as it deems appropriate.

(c) The Commission is further authorized to conduct such hearings at such times and places as it deems appropriate for carrying out the purposes of this Act.

(d) The heads of all Federal agencies are, to the extent not prohibited by law, directed to cooperate with the Commission in carrying out the purposes of this Act.

MEMBERSHIP

SEC. 6. (a) . . . .

AUTHORIZATION OF APPROPRIATIONS

SEC. 7. . . . .

CHAPTER 55--DEPARTMENT OF AGRICULTURE

Sec.
2204b. . . . .

§2201. Establishment of Department

There shall be at the seat of government a Department of Agriculture, the general design and duties of which shall be to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture, rural development, aquaculture, and human nutrition, in the most general and comprehensive sense of those terms, and to procure, propagate, and distribute among the people new and valuable seeds and plants.
As amended . . . .

REORGANIZATION PLAN NO. 2 OF 1953

. . . .

§ 2202. Executive Department; Secretary . . . .

§ 2204. General duties of Secretary; advisory functions; research and development

(a) The Secretary of Agriculture shall procure and preserve all information concerning agriculture, rural development, aquaculture, and human nutrition which he can obtain by means of books and correspondence, and by practical and scientific experiments, accurate records of which experiments shall be kept in his office, by the collection of statistics, and by any other appropriate means within his power; . . . . and he shall advise the President, other members of his Cabinet, and the Congress on policies and programs designed to improve the quality of life for people living in the rural and nonmetropolitan regions of the Nation.

(b) The Secretary is authorized to initiate or expand research and development efforts related to solution of problems of rural water supply, rural sewage and solid waste management, rural housing, rural industrialization, and technology appropriate to small- and moderate-sized family farming operations, and any other problem that the Secretary may determine has an effect upon the economic development or the quality of life in rural areas.
As amended . . . .

§ 2204a. Rural development; utilization of non-Federal offices; location of field units; interchange of personnel and facilities

The Secretary of Agriculture shall utilize to the maximum extent practicable State, regional, district, county, local, or other Department of Agriculture offices to enhance rural development and shall to the maximum extent practicable provide directly, or, in the case of agencies outside of the Department of Agriculture, through arrangements with the heads of such agencies for---

(1) the location of all field units of the Federal Government concerned with rural development in the appropriate Department of Agriculture offices covering the geographical areas most similar to those covered by such field units, and

(2) the interchange of personnel and facilities in each such office to the extent necessary or desirable to achieve the most efficient utilization of such personnel and facilities and provide the most effective assistance in the development of rural areas in accordance with State rural development plans.

As amended . . . .

§ 2204b. Rural development policy--Coordination of nationwide rural development program using services of executive branch departments and agencies and State and local governments

(a) The Secretary of Agriculture shall provide leadership within the executive branch for, and shall assume responsibility for coordinating, a nationwide rural development program using the services of executive branch departments and agencies, including, but not limited to, the agencies, bureaus, offices, and services of the Department of Agriculture, in coordination with rural development programs of State and local governments.

Policy development; systematic review of Federal programs; access to information; development of process to receive and assess needs, goals, etc.; cooperative efforts with Federal departments and agencies; public hearings and comments

(b)(1) The Secretary shall conduct a systematic review of Federal programs affecting rural areas to (A) determine whether such areas are benefiting from such programs in an equitable proportion to the benefits received by urban areas and (B) identify any factors that may restrict accessibility to such programs in rural areas or limit participation in such programs.

(2) Subject to the Privacy Act of 1974, the Secretary may secure directly from any Federal department or agency information necessary to carry out the Secretary's duties under this section. Upon request of the Secretary under this paragraph, the head of any such Federal department or agency shall furnish such information to the Secretary.

(3) The Secretary shall develop a process through which multistate, State, substate, and local rural development needs, goals, objectives, plans, and recommendations can be received and assessed on a continuing basis. Such process may include the use of those rural development experts, advisors, and consultants that the Secretary deems appropriate, as well as the establishment of temporary advisory committees under the terms of the Federal Advisory Committee Act.

(4) The Secretary may undertake cooperative efforts with other Federal departments and agencies to improve the coordination and effectiveness of Federal programs, services, and actions affecting rural areas. The Secretary may request the heads of other Federal departments and agencies to participate in any working groups that the Secretary deems necessary to carry out the purposes of this section.

(5) The Secretary may hold public hearings and receive comments on any matter that the Secretary determines may have a significant impact on rural development or the economic development of rural communities.

Rural development strategy and annual updates; preparation and scope; purposes; time for updates; public hearings and suggestions and recommendations; transmittal to Congressional committees; analysis of budgetary considerations and factors; evaluation and recommendations regarding implementation and revisions

(c)(1) The Secretary shall prepare a comprehensive rural development strategy based on the needs, goals, objectives, plans, and recommendations of local communities, substate areas, States, and multistate regions, which is designed to--

(A) maximize the effectiveness, increase the responsiveness, and improve the delivery of Federal programs to rural areas;

(B) increase the coordination of Federal programs with the development needs, objectives, and resources of local communities, substate areas, States and multistate regions; and

(C) achieve the most effective combinations of Federal, State, and local resources to meet the needs of rural areas for orderly growth and development.

(2) The rural development strategy shall take into account the need to--

(A) improve the economic well-being of all rural residents and alleviate the problems of low income, elderly, minority, and otherwise disadvantaged rural residents;

(B) improve the business and employment opportunities, occupational training and employment services, health care services, educational opportunities, energy utilization and availability, housing, transportation, community services, community facilities, water supplies, sewage and solid waste management systems, credit availability, and accessibility to and delivery of private and public financial resources in the maintenance and creation of jobs in rural areas;

(C) improve State and local government management capabilities, institutions, and programs related to rural development and expand educational and training opportunities for State and local officials, particularly in small rural communities;

(D) strengthen the family farm system; and

(E) maintain and protect the environment and natural resources of rural areas.

(3) The rural . . . .

(4) The Secretary . . . .

(5) The rural . . . .

(6) The rural . . . .

Strategy implementation; goals

(d) The Secretary shall ensure the effective implementation of the rural development strategy and maximize coordination of Federal programs affecting rural areas through a systematic effort to---

(1) improve communication and encourage cooperation among Federal departments and agencies in the administration of rural development programs;
(2) eliminate conflicts, duplication, and gaps in program coverage, and resolve contradictions and inconsistencies in the objectives, administration, and effects of rural development programs;
(3) facilitate the sharing or common location of field offices of Federal agencies administering similar or complementary programs and unification of delivery systems, where feasible, to maximize convenience and accessibility of such agencies and programs to rural residents;
(4) facilitate and expedite joint funding of rural projects through Federal programs;
(5) correct administrative problems in Federal programs that delay or hinder the effective delivery of services, assistance, or benefits to rural areas; and
(6) simplify, standardize, and reduce the complexity of applications, reports, and other forms required under Federal rural development programs.

Pub.L. 92-419 . . . .

§ 2210. Deputy Secretary of Agriculture; appointment . . . .

§ 2211. Same; duties . . . .

§ 2211a. Under Secretary of Agriculture for International Affairs and Commodity Programs; appointment . . . .

§ 2211b. Under Secretary of Agriculture for Small Community and Rural Development; appointment, etc. . . . .

§ 2212b. Additional Assistant Secretary of Agriculture; appointment, duties and compensation . . . .

# WANTED

## REGIONAL REPORTERS

**RURAL LIBRARIES** is looking for more direct input from people involved with rural library development.

We are soliciting Regional Reports on all aspects of library service in small or rural libraries. Appropriate reports will be published in RURAL LIBRARIES.

Possible topics to report on include:

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- Outreach Strategies
- Cooperative Ventures
- Community Analysis Projects
- Publicity Ideas
- Concerns/Problems & Solutions

If you, or anyone in your system, is interested in cooperating in this venture to share ideas, programs and problems, write to us.

EDITOR - RURAL LIBRARIES
Center for the Study of Rural Librarianship
Clarion State College
Clarion, PA 16214

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# THE CENTER FOR THE STUDY OF RURAL LIBRARIANSHIP

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5 "School-Public Library Cooperation"
6 "Public Relations and the Public Library"
7 "Administration of the Small and Medium Sized Library"
8 "Library Networking and Interlibrary Cooperation"
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11 "Friends of the Library"
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# rural libraries

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rural library
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CENTER FOR THE STUDY
OF RURAL LIBRARIANSHIP

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RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts should be addressed to Ms. Rebekah Sheller, Editor; correspondence relating to subscriptions should be directed to Subscription Manager.

We welcome letters in response to our articles.

Subscription rates are $3.00 per issue; please make checks payable to Clarion University Foundation.

Center for the Study of Rural Librarianship

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# RURAL SOCIETY IN AMERICA: THE 1980'S AND BEYOND

Susan Raftery
Rural Sociologist
Ohio State University
Colombus, Ohio

Rural America today finds itself in a critical transition period. It could be said that perhaps "rural" society is coming of age. However, the rural communities in this country are not playing catch up. Instead, rural communities and those who live in them are setting the pace and leading the way. This may not fit the old stereotypes of rural America as we have known it in our lifetime; but nevertheless, the changes are occuring.

To this, you might respond with one word "How?" And my response is, "In so many fundamental ways that are exciting and challenging, let it be said at the outset that despite what the media would lead us to believe, Rural America is alive in 1985." Rural America is not dead nor is it dying, rather it is undergoing yet another critical "revolution." This is not the first revolution nor will it be the last.

Those who saw hand labor replaced by the McCormick reaper or the John Deere plow of the mid-nineteenth century, witnessed the first rural revolution. Later in that same century, further mechanization replaced still more tedious tasks.

In our own century, we have witnessed the substitution of tractors for horses, electricity for kerosene lamps, and technology for human labor.



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And now we stand on the edge of another revolution -- high technology and its application not only to farming but to other sectors of the rural community as well.

The first thing we must do is dispel the myth of the country bumpkin. No longer will images such as the "Dukes of Hazzard", "Green Acres", or the "Beverly Hillbillies" be acceptable in portraying the rural lifestyle. In the past, rural people have been brought into the arena of urban America much more than urban people have been brought into the arena of rural America. The challenge before us is to turn this around and to be proud of our rich rural heritage. It is time that the national media be made aware of the diversity and vitality of rural people and their communities. It is time to change the Grant Wood "American Gothic" image.

In the past, the term rural would bring to mind images of big white farm houses, pristine surroundings and an idyllic lifestyle. This is the myth we need to dispel. Our typical rural communities of the past and realistically for the future will remain quite constant. These include farming communtites of the Midwest, coastal fishing communitites of the Northeast, logging camps in the Northwest, coalmining towns in Appalachia, and cow towns in the Southwest. Yet within these long established communities we are beginning to witness a diversification of the economic base beyond farming or other natural resources extractive industries.

These communities in the future may also include a center for a service industry such as an insurance company,

a collective group of professionals linked to urban workplaces via computer terminals and modems, or even a high technology center where component parts, silicon chips, or computer software are produced.

Creativity and innovation on the part of rural entrepreneurs will transform the economic and social base of rural America. Yet there is one catch to all of this--rural communities will continue to be distinctive and organizationally different from urban America.

At first, these appear to be two mutually exclusive events--how can change occur and yet remain constant? Quite simply no matter how many non-farmers move into a community, the rural community's largest industry has been and will always remain agriculture. It is precisely the changes in agriculture which have allowed for the change in rural communities.

Agriculture, in its broadest sense, has always been and will continue to be the base from which all other economic endeavors have evolved. The basic needs of all people--food, fiber,and shelter--are extracted from the earth. As we migrated to urban centers and concrete walkways many of us lost the sense of rootedness in the land and what it produces. Those who live and work in rural communities have not lost this rootedness. Daily they are surrounded with the realities of food or energy production. The community tends to revolve in the cycle of the seasons.

This in turn has had and will continue to have a profound effect on those who live there. Whether or not you are

engaged directly in agricultural production, your life in a rural community follows much the same cyclical nature.

Before 1970 the rural communities in this country experienced a continual decline. There was no reason to believe that the decline would not continue throughout the 1970's. Then, as the census data from 1970 became available along with the mid-decade update, Calvin Beale, a demographer from the United States Department of Agriculture, discovered an unprecedented change. For the first time rural counties were growing at a higher rate than were the urban centers. This phenomenon came to be known by several popularly used terms--"Rural Renaissance" and "Rural Turnaround" being the most widely used. Between 1970 and 1980 rural counties gained nearly 4.8 million new residents. Many counties, in fact the majority of those which increased population, were for the first time beyond the urban fringe communities. This turnaround came to be a significant factor for two reasons. First, vast, depressed, sparsely settled rural areas experienced not only population growth which has brought jobs, additional commercial services, diversification but, in general, an overall improvement in the quality of life.

Second, the myth that was once held sacred, that growth could only occur through expansion of urbanization, was dispelled. The major modern theories of social economic development were to be reassessed. One no longer needed a densely populated area in order to ensure economic growth. The movement of the in-migrants impacted all sectors of the rural community much more than natural increase through



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births. Demand for jobs increased, new transportation systems were needed, public services, health care facilities, and entertainment demands multiplied. The only industry that did not witness growth in actual numbers, however, was agriculture. This in-migration did not signify a resurgence in the number of people in the on-farm population. As a matter of fact this sector continued to decline at an almost steady rate.

Those who moved to rural America were mostly younger, with higher occupational statuses and more years of formal education. There was as well a great influx of younger retirees looking for places in the country after long careers in urban areas. Many of the new residents were affluent and all were far more cosmopolitan than the native rural resident. Rural people were no longer synonymous with the farm population. Yet today, ten years after this phenomenon occured, the quaint and provincial image of the rural population persists, when in fact diversity and complexity may be better descriptors of rural communities.

While the number and variety of economic options have increased, rural America remains persistent in differing from urban America. Many policymakers believe that rural America no longer needs special attention. After all, with the coming of modern transportation systems, rapid communication, mass media, and internal migration, America has become one homogeneous society, hasn't it? This in fact is false, and it is time to speak up that watered down urban models will no longer be acceptable for rural society. The differences

between urban and rural must be explicitly recognized if we are to truly serve rural America.

Rural America is made up of ecological, occupational and sociocultural characteristics that differ from urban America. Ecologically rural communities have been long settled and have remained relatively geographically and socially isolated from other segments of society.

Occupationally, rural is no longer synonumous with agricultural, yet a high percentage of the workforce is involved in agricultural or natural resources related occupations. Examples of such are businesses specializing in supplying firewood, truck farms which supply fresh vegetables to local supermarkets, artisans who rely on the natural environment for their crafts, and those involved in extractive industries such as lumbering and fisheries. Tourism likewise constitutes a large segment of rural communities and requires multiple occupations in the natural environment. Even if professionals have moved to rural areas, many are involved with producing something from the land either out of necessity or for therapeutic reasons.

Finally, the predominance of personal, face-to-face relationships among similar people marks the sociocultural aspect of the community. While rural culture is impacted by the larger American culture, there persists a comparitive slowness in altering the rural heritage.

Admittedly, even using the three criteria--ecological, occupational, and sociocultural--rural and urban do not form entirely distinct or separate subpopulations. But there are



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still important differences. In rural America:

*the ratio of males to females is higher

*incomes are lower

*proportionately more families are in poverty

*women are less likely to be employed outside the home full-time

*native-born adult residents have less formal schooling

*elderly are disproportionately represented.

Likewise there continue to exist many disadvantages in the quality and quantity of many public services in rural communities. These disadvantages stem largely from the small, scattered populations that contribute to a high cost per person of providing services. These services include, fire and police protection, education, religious institutions, transportation facilities, welfare services, health care, and available, safe water supply.

Beyond demographic and service delivery differences there also remain distinctions between rural and urban outlooks. While the influx of new residents has been a fairly smooth transition, it is the differences in outlooks that have caused the greatest clash between old and new residents. The values, beliefs, attitudes, and goals of the rural resident are markedly different from those of urban Americans. Rural communities tend to be more traditional in moral orientation, less accepting of minority rights, more ideologically religious and conservative, more likely to oppose the intervention of federal or state governments, and are

genuinely more satisfied with their present lifestyle.

Just as there are differences among rural communities so to are there differences among rural residents. The rural population does not present a single, united, or undifferentiated position on any characteristic. Often the distinction depends on the degree of ecological or occupational rurality. Other factors such as age, income, education, sex, race, and ethnicity have also been shown to relate to behavioral differences. Still, geographic subcultures of rural can also enter into the picture. For example in the agriculture sector, tobacco farmers in the Deep South differ from the Midwest corn grower, who differs from the Northeastern dairyman and the West Coast fruit farmer. At the present time there is a lack of reliable national survey data for rural inhabitants, and therefore, it is difficult to state with any certainty that there are persistent differences between the value systems of long term rural residents and new rural residents.

With all of this then as background let us now take a look at the future and what it might hold for rural America. As it was stated earlier, rural America is in the position to lead the way in the areas of high and bio-technology developments of the future. Borrowing a term from the 1960's--rural America stands on the threshold of a "new frontier" of change and development in rural America.

Rural society's economic base is now linked to the most progressive parts of the national and international economy. The rural economy is in actuality an adjunct to metropolitan

production rather than the distant supplier of materials, workers, and life-styles.

Of the areas that are seen to have the greatest growth rates, high technology and the service sector lead the way. Telecommunications, satellite technology, and computers will become as familiar in rural America as silos and windmills. This expansion of high technology will also reinforce the present trends in rural employment. First, the decline of agriculture as the dominant employer in all regions of the country. Second, the growth of small manufacturing companies in rural communities, many related directly to high tech. And finally, the expansion of the service industry which employs nearly 60% of the rural labor force. This expansion of the service sector will provide in many instances the new basis for the growing rural economy.

To get a clear picture of this growth let us look at some facts and figures.

Professional service industry employment grew 43.1 percent from 1970-1977. This included: trucking, insurance, wholesale trade, construction, and computer services.

According to a study conducted by Calvin Beale at the USDA: 22.9 percent of recent in-migrants are employed in professional services. Only 17.0 percent of old-time residents are professionals; 21.3 percent of migrants are employed in trade; 18.1 percent are employed in manufacturing.

Overall, newcomers equalled or exceeded old-timers in proportion of employment in all fields except manufacturing,

agriculture, and transportation.

Most of the attractiveness of the rural communities in the 1970's, 80's and beyond is directly linked to the attractiveness of the interstate highway system, expanded rural electrification, improved rural schools, available public services, higher education opportunities, and expanded regional planning.

How then can agencies begin to develop a strategy to serve this heterogeneous population called rural America? How can parameters be set so that realistic goals can be met? How can we categorize the different types of rural growth communities in order to better serve the varying constituencies?

Throughout my remarks today, I have alluded to the fact that rural communities are not all alike and are as clearly differentiated as urban neighborhoods. Rural growth has created a number of interdependent types of communities that are linked in regional networks throughout the nation. As planners of a service to rural communities you are probably aware of each of these "types". Let us look at these and then explore the linkages that affect not only the individual communities but also those rural residents that live in the open country surrounding these communities.

Government-Trade Communities

These communities are the prototypical service communities. Usually larger than county seats these communities operate as centers of trade and government services. This is where you would find regional shopping centers as well as central offices for social services.

University-Professional Communities

Sometimes referred to as "town and gown" these communities are usually the location of a state college or university. Often this type of community serves as the center of technological development for the rural community and much of the economy is based on the expertise housed at the educational institution. Of benefit to the entire community, healthcare facilities are usually exemplary as compared to other rural communities.

Industry Dominated Communities

In these communities one will find large manufacturing or office complexes for the rural employees. The incentives to build in rural communities include a reliable labor force, the ability (through non-union shops) to pay lower wages, and tax considerations. In the past these were more traditional industries but now one can find insurance companies and high tech businesses located in rural towns.

Tourism Communities

These communities have three distinctive constituencies: first, the native rural resident who supplements other income by working in a position related to tourism, often at a minimum wage; second, the tourist who, for perhaps two weeks out of the year, resides in the community; and third, the professional with portable skills and the resources to afford the high cost of a tourist setting who moved to the rural community permanently. Examples of such communities include Stowe, Vermont; Mendocino, California; Bar Harbor, Maine, and the list could go on and on. A remote-located



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computer programmer would be a typical professional one would find in a tourist community as a year-round resident.

Retirement Communities

The 1970's also marked a change in the retirement patterns of American workers. For the first time large numbers of the population were taking early retirement. This group could usually afford to move to rural communities that had been planned with their special needs in mind. Areas in northern Wisconsin, Florida, California, the Missouri Ozarks, and Arizona come to mind. In these communities the retired usually constitute about half of the population while the other half provide services to them.

Resource-Based Boom Towns

One will find these communities primarily on the eastern slope of the Rockies, in Appalachia, in oil-rich parts of the South, and in parts of the Big Sky country of Wyoming and Montana. Wherever extractive industries such as oil, mining, strip-mining, or lumbering can be found, you will also find boom towns.

Just contemplating the great diversity of these different types of communities it should become clear that every educational and occupational variation is represented--minorities, poor as well as affluent, men and women, young and elderly, old-timer and new resident. And this is just for the growing communities. Yet not all rural counties saw growth during the 1970's and 80's.

According to census data, 485 rural counties lost population from 1970-1980. Primarily in the Midwest and



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South, these communities are still dependent on agriculture, or have declined because of the closing of railroad lines or (as in New England) the closing of many small factories. These communities are less attractive to new migrants, and the decline creates a cyclical effect of more decline. All of the same constituencies are present, yet the economic slump tends to also create a sociocultural slump of helplessness. These communities in turn become more dependent upon outside help.

This brings us to one more factor confronting rural America today and that is the farm crisis. Earlier I stated that I would be remiss if I did not touch upon this. Having laid the groundwork of the rural community, it is now that I would like to address this issue.

First, please do not tune-out as is often the case when this topic is discussed. At the outset it must be remembered that the farm crisis is not just the farmers' problem, it is everyone's problem--for we all eat. What is at stake is a sustainable food production system in this country. And the loss of family farms not only jeopardizes that food supply system, but also it threatens the very fabric of our rural communities. As stated before, agriculture, while employing 2.7 percent of the population, is still the largest industry in the rural community. As farmers and their families are displaced from the land, the economic structure of the entire community is affected. For every six farmers that go out of business, one business on Main Street will also be boarded up. Families will move away. Schools will be closed. Even



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churches will stand empty. And a community, once lost, will be gone forever. While newcomers have brought new occupations, no one is quite sure just what will happen if the economic base of the community is undermined by the loss of agriculture. The corporation who will eventually own the land will have total vertical integration from planting to marketing; they will come to raise the crop and will take the profit far from the local community and its institutions. The rural community will be gone. So as you can see, what is the farmer's problem today will become yours and mine in the near future.

Rural communities today are marked by increased divorces; women are working full-time. Children are experiencing the same levels of stress and anxiety as their parents; drug and alcohol dependency is growing. Displaced farmers and businessmen are seeking retraining for other jobs. School enrollment is declining. And in general, the mood is bleak. By 1990 we will have lost nearly 2/3 of the farmers that were present in 1980. Just how this will affect rural America no one really knows. But just a few facts from a recent study completed in Missouri by Dr. William Heffernan. This study is representative of only one situation in the country, but I am sure the enormity of the problem will become apparent:

Ninety-seven percent of the men and 100 percent of the women interviewed indicated they became depressed.

Over 50 percent of the men and 72 percent of the women still experience depression.

Two-thirds reported "withdrawing from family and friends."



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Three-fourths of the men and 69 percent of the women reported experiencing feelings of worthlessness. Children's school grades went down.

Adolescent children became more withdrawn and bitter over diminished social status and being forced to move and change schools. And the list could go on.

With the private sector deteriorating, it is not long before the public sector is affected--declining property values and tax bases, and shrinking public revenues. As a result, county services are being cut at a time when there is increasing need for them.

Conclusion

In a short period of time I have given you a great deal of information. Some of it you may have heard before, while some information may be new. All will impact your jobs as people who work with rural communities.

With the plethora of information in the media about the "rural renaissance" the general public is being informed, at least by implication, that the welfare of many rural communities is greatly improving. While, more recently, the media has proclaimed the farm crisis as the end of rural America. Both images are in their own way correct, but to the general public confusing. Perhaps it can be said this way, "Rural America is not dead, but everything in the countryside is not O.K.!"

The media would have us believe that there is a mass exodus occuring from rural America, and that the last one out will close the door and shut off the lights. This is hardly

the situation. Yet if nothing is done to offset this image, we may well find any and all funding for rural projects being discontinued.

Whatever shape agricultural industry takes as it moves through the current transistion period, there will still remain rural communities of some sort to serve. Just how we can predict how this will be done may be an exercise in crystal ball gazing until new data is collected. But we must not stop the creative energies that have brought all of us to work with rural people.

There are three things all of us can do through this uncertain time period:

1. Continue to be optimistic. Doom, gloom, and woe-is-me will not solve anything. Look for the positive aspects that rural living and serving rural communities can offer to others in your profession! "Rural" has some very exciting things happening.

2. Continue to be creative. You will have an opportunity at this conference to share ideas with your colleagues from all regions of this country. Take advantage of this opportunity. Creative ideas will flow here that you as an individual may never have thought to try.

3. Continue to be caring. I am convinced that those who choose to work with a rural constituency really care about people. Why else would we travel for miles and miles to serve such small numbers? As professionals in the information business you have an exciting future ahead of you in rural communities. Bringing not only books but many of the



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new technologies to rural communities, you have the opportunity to profoundly affect the lives of many men, women, and children who would have no other means of broadening their horizons beyond the rural communities in which they live. Heterogeneity is the new operative word as you look to the future and the service you bring. I thank you for allowing me to share my observations concerning rural America with you today, and wish you success for your time together that it will be both rewarding and revitalizing as you return to your individual states to implement new ideas. I hope you enjoy your brief stay in Columbus and likewise that you might consider returning to rural Ohio, the heart of it all.

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# PRODUCING QUALITY BOOKMOBILE SERVICE WITHOUT GOING BROKE

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Gainesville, Florida

I've been asked to tell you what I know about producing quality bookmobile service. Please bear in mind that I'm a working librarian. What I have to say is what I found out the hard way, by stumbling around and making mistakes. I am not a world-class expert--unless you accept the definition of an expert as "a person who's fifty miles from home." In that case, I'm definitely an expert.

My ideas are strictly practical, in the sense that they work for me. Please remember that they may, or may not, work in your circumstances.

On the other hand, don't assume they won't work, either. I once worked for a man who responded to every new idea with, "We tried that in 1950. It doesn't work." Things had changed, but his mind hadn't.

I fall into that trap, too. Five years ago, I put my staff on a schedule of four ten-hour days a week. It saved lots of money. This year, my boss suggested we might do better on five eight-hour days, but did I want to consider that? Hah! The 4/10 week was my personal innovation. She had to drag me kicking and screaming even to look at the alternative that just because it saved money five years ago, didn't mean it still did.

The moral of that is: no matter how "obvious" it seems



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that your way of doing things was handed down by God on Mount Sinai, make sure you're right by testing it against other ways. Because if there's one thing that is essential to good outreach service, it's change.

If your service hasn't changed much in five years, the odds are 100 to 1 that you're doing something that's outmoded, inefficient, or no longer fits the needs of your community.

WHAT IS QUALITY SERVICE?

My library has had four directors in six years. I asked each new director, "Should I go for maximum circulation, or serve those who need us the most?"

Every one of them said, "Maximum circulation!" But then they added, "Ah...but..be sure to serve those who need us, too."

I thought they were copping out, but now I see they were right. The most responsible way to use the taxpayer's dollar is to go for big circulation. Your friendly, local government officials (who love you so dearly) are less likely to see your bookmobile as a "frill" and cut it out of the budget.

Then you can also serve the needy people. You just put their stop on the same day you go to a popular stop nearby, and say, "Really, it's costing us almost nothing to serve them, since we had to go right past there anyway." Sneakiness pays off.

This worked so well for me that after several years of threatening to cut the bookmobiles, my County Commissioners

gave up. They couldn't handle the letters and phone calls. Being popular is your best guarantee that you'll still be there to serve the needy.

I'm sorry to tell you that this means that your key to good bookmobile service is cost per circulation. That doesn't sound as inspiring as taking culture to the country, but it's vital. Because, if your cost per circulation is much higher than the Main Library's, you're going to have a hard time justifying keeping that bookmobile on the road.

So how can you lower costs, and still give terrific service?

LOWERING COSTS

1. Look at where you stop. Even a small bookmobile eats dollars, so it makes no sense to send your bookmobile to nursing homes or the homebound: those people can't get up the bookmobile steps. If you use a regular van with a wheelchair ramp in the back, you can wheel a booktruck right to their bedside if necessary, and it only takes one person to do it.

   Same goes at jails, unless all inmates can come out to the bookmobile. And they hardly ever can.

   For the same reason, I'm horrified at the number of bookmobiles that go house-to-house, or stop for one or two families. That's a shameful waste of taxpayers' money.

   When I did a workshop for the bookmobile librarians in South Carolina, one guy came up afterward and said, "It's okay for my bookmobile to go house-to-house, because



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we get our gas free."

"How the heck do you manage that?" I said.

"Oh, we get it from the County garage."

Who did he think was paying for that gas--the tooth fairy?

It's irresponsible to ignore costs that don't come out of the library budget. Nothing's free if the taxpayer is paying for it, and house-to-house service is very, very expensive.

We've known for years that if you build a new library, your circulation will always double, but only if you build it on a main street. The same goes for bookmobile stops: they won't attract circulation if they aren't visible. Painting them white helps, but it's amazing how people can fail to see a 30-foot bookmobile parked in plain sight.

Put your bookmobile stop on a main road, someplace where people have to go anyway: grocery stores and post offices are good. Please! Not inside a trailer park or housing project. Only the people who live there will use it. Pick a central spot.

I can hear some of you thinking, "If we do that, the kids won't be able to get there." Right. That's because you're going out between 3 and 5 in the afternoon. Naturally the kids can't get there. Mom isn't home from work yet, and they're not allowed to ride their bikes on the highway.

So, you go after 5 o'clock when Mom can drive the

kids to the bookmobile. That way, Mom gets to check out books, too.

Nobody likes working evenings. But, if you don't, you might as well scratch your bookmobile, because (let's face it) in modern America, parents work. You can find a few places where people are home before 5, but not many.

When I took my bookmobiles off an 8 to 5 house-to-house schedule and started going to many fewer, longer stops, circulation went from 25,000 to over 120,000 a year. The way we used to hop around like grasshoppers, you could be in the bathroom and miss the bookmobile. Now, we stay put long enough for people to find us.

2. Hookups. A great way to lower costs. You can put a mobile home hookup on a pole for $150 to $200. At mobile home parks, they cost nothing: you just borrow one of theirs.

Most rural towns will gladly pay for a hookup to ensure that bookmobile service keeps coming. Get your Friends to pay for some, or budget a few each year, but get them. They'll pay for themselves the first year, because you won't have to run your generator. Fewer trips to the gas pump, no cloud of stinking exhaust, and no noise. You won't believe the difference in staff morale until you've worked on a bookmobile where you can actually hear youself think.

We figure hookups save us $5,000 to $10,000 a year in gas, plus lower maintenance bills.

3. Scheduling. There are a million ways to schedule bookmobiles: experiment and see what works for you. Four ten-hour days allow longer routes and evening stops, plus maintenance days. Weekly stops are easier for patrons to remember. If you stagger shifts, one group can take the bookmobile out; later, group two drives out in a car and takes over. This gets more mileage out of your bus. Some libraries leave the bookmobile out overnight, while the staff goes home by car. Next day they return and drive a couple of miles to the next stop. It saves a lot of gas. You can even leave the bookmobile in one spot all day or all week.

My bookmobiles are on a "fifth day" schedule. Stops may be on first and third Mondays, second and fourth Tuesdays, and so forth. So, if there's a fifth Monday (or whatever) in the month, there is no run scheduled for that day. We can catch up on in-house work, take vacations, and schedule maintenance. When I told another librarian this recently, she said, "Don't tell me you're still on that old fifth day schedule!" as if we were desperately old-fashioned.

The fact is very little in libraries is really new. Everything has been tried by somebody, someplace. She thought fifth days were old hat, just because her library had dropped them for something else. Fine. The question is, what works for you?

4. Schedule for the convenience of the public, not the staff. Yes, Virginia, that means evenings and weekends.

5. Don't change your schedule very often, once you get one that works. Give word of mouth a chance. It takes at least one year, and maybe five years, to build a stop to maximum potential.

6. Make routes economical. At some libraries, the bookmobiles drive all the way back to the main library for lunch. That's a no-no. Schedule so you hit A on the way to B, and C on the way home.

7. Stop charging fines. They cost more to collect than you make. And fines prevent more people from returning books than they encourage. They're bad public relations, too.

8. Load efficiently. Build a loading dock or extension if you must, but get some way to wheel a booktruck directly onto your bookmobile so you can speed up loading and rotating the collection.

9. Get an easy-to-clear circulation system like Recordak or any system where you just take out the T-slip and the book is ready to check out again. Don't waste hours recarding books.

10. Don't over-specialize service. When I go on a bookmobile and the aisle is full of bags and boxes, I know what they are: Mrs. Jones's romances, Mr. Smith's westerns, and so on. You know how it is; you get in the habit of bringing extra goodies for your best customers. Don't. You can't afford the time. Specialized service rewards the staff, because Mrs. Jones is so grateful. But, it's unfair to other patrons. Let Mrs. Jones get her books off the shelf like everybody else. Tell her your mean old library

director won't let you give some people special service. Having to take the heat is why library directors get paid such fantastic salaries.

11. Get on the same circulation system as Main. It's amazing how this improves communication with the main library staff. Get them to do your overdues; it's much cheaper to centralize the process.

12. Use the fewest possible staff: usually two, except on very small bookmobiles. Be careful, though. A single person may not be safe in some places or in emergencies, and it may create substitution problems.

13. Train all staff to think about cost cutting. They'll have better ideas than you do, because they know their jobs better.

14. Use the smallest possible vehicle. Don't send a 30-foot bus to a five-patron stop. In fact, you shouldn't send a 30-foot bus anywhere unless you have a really busy stop. We have one that circulates 1,000 books each time, so we need a big bus. But, a step van with one staff member can handle up to 50 books an hour.

IMPROVING SERVICE

Okay, so you've used these and any other ideas you could locate to cut costs. Now, how do you keep service so good people will beat on your doors?

1. Motivate staff. The main duty of a manager is to appreciate the staff. They're doing the work. You can't do it for them. All you can do is make sure they know that you, personally, appreciate it.

If you go home and hand my list of so-called improvements to your staff with instructions to implement them, you'll create bad service. Why? Because you're implying that they're doing a lousy job now; whereas, they, like everybody else in the world, are already doing the best they can. If they aren't, they don't have a problem; you do. Because, unless people have been made to feel bad about themselves, they will always do a good job. Always. Ask any psychologist.

Better yet, read In Search of Excellence. If you apply the principles in that book, I guarantee your service will improve.

I repeat, a boss's main duty is to appreciate the staff. Encourage and reward innovation and experimentation. If an experiment fails, you've gained priceless knowledge of what doesn't work. Tell your staff they're great. Notice anything they do well and praise it; they will surprise you.

2. Subscribe to Mobile Ideas and contribute to it. It's the only outreach journal we've got. For heaven's sake, encourage it! Do you want to spend the rest of your life reading articles about computers?
3. Talk to other Outreachers. Take a phone survey around your state and find out what others are trying. It might work for you.
4. Do "Management By Walking Around". There's an old saying that the best fertilizer for land is the owner's foot. None of us wants to hear that. We're so behind in

office work that we don't want to "waste time" visiting bookmobile stops. 'Fess up--How many of you are library directors? And how many have visited a bookmobile stop in the last three months?

You've got to go out! And when you go, no matter what idiotic thing they're doing, don't criticize. Let them tell you what the problems are. They'll be so glad you're interested you won't be able to shut them up. And next time you make a suggestion they'll accept it, because you'll understand the system and your suggestion will be workable and will solve a problem they pointed out.

The best thing I've done for staff morale in a year happened because two of my staff were up for job reclassification and pay raises. At four o'clock one day I got word the raises were approved. My desk was piled high, but I jumped in the car and drove to two bookmobile stops to tell the staff involved.

So they got the word three hours before they'd have gotten it anyway. Big deal. Why did I bother? Because they also got the message that I cared. They've been busting a gut to prove they deserve that raise ever since.

5. Get rid of your separate bookmobile collection. Give the main library staff whatever bribes and guarantees you must, but work out a system that allows you to pull books from Main shelves and load them on the bookmobile without having to check them out of Main. It can be done. With a computer, it's easy. Without one, you have to work out a system for catching reserves on the bookmobiles. At my

library, the bookmobiles are searched for reserves daily.

Do it however you can, but do it! If you don't, bookmobile patrons are second-class citizens who get the same books over and over. They deserve the same service as all other patrons.

6. Work your tail off to make sure people get the books they want. That's the one area where any amount of time and money is worth investing. My library has a really amazing tradition of practically killing themselves to get what the patron wants. Start a tradition like that at your library.

7. Understand your community. Consult city/county planning departments, the regional planning council, the health planning council, and (above all) the school system. If you don't understand zoning and school bus schedules, you can forget after-school stops. Schedule evening and weekend stops for heavy use areas.

8. Carry what people really want. In every library there are two groups: the elitists (or snobs) and the democrats (or slobs). I am a slob. I have a staff member who is sure that someday a person will come on his bookmobile panting to read Paradise Lost. It ain't gonna happen.

On a small bookmobile, there's no excuse for carrying anything that's not in real demand. Don't be a snob. No matter how much you think people ought to want to read the classics, they won't. And it's not our job to censor patrons' reading. If they want Harlequin romances and Michael Jackson books, that's what you should carry.



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9. Publicize. This is hard. You must have printed schedules and distribute them all over the place--not just in the library. If a local station will broadcast schedules, great, but you need printed ones, too. Use the newspaper, posters near stops, and permanent "Bookmobile Stop" signs. (Get them made by your road department; they're very cheap.)

When you've done all that, the best publicity is still word of mouth.

Next best is direct mail. Get your Friends to mail a flyer to routes near slow stops, using their bulk mailing permit. For $50 you can cover two rural routes. Even your Friends can afford that. And it gets unbelievable results.

CONCLUSION

In conclusion I want to say that I think Outreach people are great! They are the most resourceful, creative, enthusiastic, ornery bunch of mavericks in libraries. They can keep a mob of screaming kids under control, cope with a breakdown in the pouring rain, and know the location of every public bathroom in the county.

There are no people like Outreach people, and I'm honored to have been asked to speak to you today. Keep on truckin'.

# BOOKMOBILE SERVICE
# IN THE EAST ALBEMARLE REGIONAL LIBRARY SYSTEM

Anne Sanders
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East Albemarle Regional Library
Elizabeth City, North Carolina

The East Albemarle Regional Library is a four-county library system located in the northeastern corner of North Carolina. The region stretches from Pasquotank County to the village of Hatteras. The land area is 1,104 square miles with a population of 60,761. A large portion of the region consists of water in the form of rivers and sounds, while the Atlantic Ocean borders the region on the east. The largest town in the region is Elizabeth City with a population of 13,000. Two of the counties in the region have no incorporated towns. Dare County's population multiplies during the summer months with two to three million tourists who flock to the beaches. The largest employer in the area is the U. S. Coast Guard with a facility in Elizabeth City. The region is largely rural, which accounts for the fact that hundreds of its residents commute daily to Virginia to work at the Ford plant and the shipyards. There are four libraries in the region: the Pasquotank-Camden Library in Elizabeth City which serves as the headquarters for the region, the Currituck County Library, the Dare County Library, and its branch, the Hatteras Library. Camden County does not have a library, but the county helps to support the library in Elizabeth City.

Three bookmobiles serve the region. The primary service



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of the bookmobiles is the provision of books, although all of the services of the library are available upon request. The bookmobiles serve individuals who are homebound, communities, schools, day care centers, a Coast Guard station, nursing homes, retirement homes, and trailer parks. They also provide a monthly program for several nutrition sites for Senior Citizens which are located throughout the region. Most of the stops are served twice a month. Because of the geography of the region, the bookmobile is the only access to books for the geographically isolated. The people who live on the Outer Banks of Currituck and Dare Counties have to travel 123 to 130 miles respectively to get to the county library. One bookmobile stop can only be reached by going into Virginia and back down into North Carolina, and another stop is located on Knotts Island which can only be reached by ferry, unless one takes the land route requiring another trip into Virginia. Book return units are situated throughout Currituck and Dare Counties, and provide a valuable service to those persons who miss the bookmobile or who cannot get to the library when the books are due. If requested, materials are mailed directly from the library to bookmobile patrons.

I would like now to tell you briefly about the history and development of our bookmobile service as I have seen it progress in the past fifteen years. When I first came to the region in 1970, one bookmobile served all four counties. The first thing I set about to do was to replace the drab rebound volumes that made up most of the collection with some attractive popular books. Paperbacks were purchased to

provide current titles. The second move I made was to set up a locater file, since the collection consisted of books from each county which were checked out throughout the region. In order to locate a book presumed to be on the bookmobile, three different card files had to be searched--no easy matter since the files were in separate counties. The locater file was set up showing which books were on the bookmobile from each library. At the time, I was the most unpopular person in town for requiring this file to be set up, but today the file is taken for granted and saves many steps.

My dream at that time was to have three separate vehicles. Not only were the book collection and circulation control problems, but the bookmobile was driven by three different county employees and had to be delivered to the next library after one library had completed its schedule. In 1975, my dream came true. The library received a three-year LSCA grant for Dare County which provided for a vehicle among other things. I purchased two Dodge Kary-vans at $7,000 each, had them customized locally, and we were in business. (The second van was purchased with funds from the vehicle replacement fund.) The bookmobilists were delighted until the yellow flies and inclement weather arrived. The vans were not ideal, but they were all we could afford at the time. Then the recession set in, along with the gas shortage, and I had to cut the schedule down to one trip a month. My total book budget for the region was $13,000 in 1981, and my long-range plan for that year was difficult to write down since we were in such dire straits. Then the librarians

rallied and began to lobby for increased library support. To make a long story short, the North Carolina General Assembly voted to appropriate an additional three million dollars in State Aid to Public Libraries for the biennium 1983/84. This considerable increase enabled me to plan for the purchase of three new bookmobiles guaranteed to be temperature-controlled all year. I estimated that it would take six years to complete this effort, but through two strokes of good luck, it will be realized in a matter of months. The Dare County Board of Commissioners appropriated $20,000 this FY toward the purchase of a new vehicle, while an LSCA grant and a local foundation grant will enable Pasquotank-Camden to buy a bookmobile this year. It has taken us a long time to rebuild the bookmobile program after the lean years, and we are still in the process.

The three bookmobilists are not professional librarians, although one is a college graduate with a degree in English. They have been trained to serve the people, and they have placed a high value on their service. It took a while to dispel the feeling that they were second-rate citizens, and I did this by working with them, going on their trips, providing them with materials and supplies, and promoting the bookmobile services.

For three years, I had a professional extension librarian who supervised the program closely. When State Aid was frozen, I could not replace her, so I had to devise some alternative methods of supervision and communication. I require monthly reports in addition to a log which is kept on

the vehicle. My main reason for this is to always have current statistics on hand, besides keeping abreast of maintenance. I am responsible for three bookmobiles and a station wagon, and I insist on accurate and daily recording of supplies used and maintenance service rendered.

The regional office provides assistance in preparing schedules, handbooks, and promotional items. Schedules are sent to the local newspapers and radio stations regularly. For a number of years, I provided posters to each bookmobilist to be used for a display of books on a current issue. Gradually, they took on the responsibility themselves, and they do their own decorating and personalizing now.

The books for the bookmobile are taken directly from the library collection and are marked in pencil inside the back cover with the dates they were put on and taken off. Special requests for current titles are mailed as soon as possible so that the books will not sit on the shelf until the next trip.

I hold regular meetings with the bookmobilists to hear their concerns and gather information. All memos are routed to them, and they are encouraged to attend meetings and workshops.

They report to me monthly on a form of my own design, and I have found these reports useful for a number of purposes. We also use a number of volunteers to assist the bookmobilist in Currituck County on her Knotts Island trip and the Corolla trip on the Outer Banks. Either I, or another regional staff member, go with her occasionally.



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The bookmobile program is funded primarily through State Funds. With the exception of the salaries, the region pays for all materials and maintenance. This year, I have budgeted LSCA money to be used for three book rental plans for the bookmobiles which will provide the much-needed current titles. We also plan to increase the number of stops and make more frequent visits.

However, the three new vehicles and the additional books will not guarantee us that our program will be successful. This brings me to the subject that I was originally asked to address: what constitutes good bookmobile service? Good bookmobile service meets the needs of those people who depend upon it for their library materials and information. That sounds bland and general. However, obtaining that goal is not a simple process. First of all, you need to know who you are serving, and one way you can do this is through a community analysis. When State Librarian David McKay required every library in the state to submit a community analysis in 1977 or else forfeit all State Aid, I didn't consider him humane. However, my entire staff pitched in, and we had the completed document in seven months. Today I am glad that I have this document to use, and glad that I know more about the region and its library users. In researching data for my community analysis, I learned that 66% of the people of Camden County who are employed work outside the county. I also learned that very few young housewives use the bookmobiles now. These two facts tell me that we need to find out if these people are being served,

and if not, how we can serve them. We do not go out on weekends and evenings, but we are considering these options. In addition, Currituck County is the fastest growing county in North Carolina. Once purely rural, the county is fast becoming a retirement site for people from metropolitan areas who are accustomed to well-stocked libraries. We find that these people often use the bookmobile as well as the other libraries in the region in order to satisfy their interests.

Secondly, you need a plan, at least a five-year one, to be done annually. You never know when you will receive three million dollars in additional funds. Believe me, it takes careful planning to spend an unexpected windfall. A long-range plan is also a useful vehicle for seeing where you've been and measuring progress. Writing one requires a great deal of foresight and planning, and I am glad that it is a requirement of the North Carolina Department of Cultural Resources.

Frequent surveys are necessary if you intend to meet the needs of your patrons. Surveys also provide testimony to the benefits of bookmobile service. In my region, there are several areas where professional and highly-literate people have retired. They would find no use for a bookmobile which did not bring their requested materials. It is not wise to assume the needs of library patrons, for if you do, you will not obtain new ones.

If you can afford one, I highly recommend a professional librarian to co-ordinate and supervise bookmobile service. They can facilitate the promotional efforts, as well as help

with scheduling and problem areas.

Finally, it is important to learn about bookmobile service in other areas. Bookmobile conferences are not frequent in North Carolina, so if I think we need one, I arrange a regional one. I find that providing an opportunity for bookmobilists to talk to one another is practical and rewarding.

And now, I have come to the perennial question: is bookmobile service necessary? Like many of you, I have had to justify bookmobile service to many trustees, lay people legislators, and grantors. I answer them with facts gathered from my surveys and statistics. One fact that quickly ends the conversation is that Rules and Regulations for the Allocation of State Aid to Public Libraries in North Carolina require that all systems provide bookmobile service or an alternative such as books-by-mail. Everyone understands an answer with the word "money" in it. However, I don't like to use that as a justification. I point out that the percentage of the total library budget expended for bookmobile service is only 7%, that we do not have the space nor staff to set up a post office, and that we cannot afford a branch library. Then I go on to tell them about the survey which revealed that the patrons in our region do not want a books-by-mail program. Why? Primarily, because they would not have the personal contact with the bookmobilists, nor have the opportunity to browse. I also tell them about the homebound patrons who rely on the bookmobilists to bring their large print books. I have long since quit trying to answer the

question, "How much does it cost to circulate a book on the bookmobile?", because in my estimation, you cannot accurately determine this. Besides, the patron has already contributed tax money for library service. Furthermore, I respond with, "How much does it cost to circulate a book in the library?" To me, both questions are irrelevant, because the return on the lending of one book which enriches someone's life, instructs them, or makes a child a library user, is significant. No other service offered in this country offers so much for so little money.

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# MANNUAL ON LITERACY PROGRAMS FOR PUBLIC LIBRARIES

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## Introduction

It is probably a little-known fact that the public library preceded the public school by a considerable number of years. Benjamin Franklin had collected many books on diverse subjects since his interests ranged over such a wide field. He started loaning books to people from his collection so that they could learn even if they could not afford to buy books for themselves.

Public libraries have been offering alternative education to adults since the 1960's. An American Library Association study conducted in 1965 by Bernice McDonald found that fifteen public libraries were offering services to adult illiterates. In 1977 the ALA Office for Library Service to the Disadvantaged (OLSD) published a guidebook "Literacy and the Nation's Libraries," by Helen Hugenot Lyman, to encourage libraries to start similar services. A directory of public library literacy activities was published in 1978 by the ALA. Included in this directory were eighty-eight local library programs. Interest was growing and in 1979 the ALA Office of Outreach Services conducted workshops to train librarians in techniques of teaching basic literacy skills to undereducated adults. By early 1981 participants in the



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original workshops had trained almost 900 other librarians.

Library involvement in literacy programs is based on the premise that library service should be available to everybody. When people cannot read they are deprived of that service. However, the library can offer an alternative to the public school system as a learning environment and methodology. In fact, it represents a second chance to those who failed to learn basic reading, writing and coping skills in the public school system.

"Functional Literacy" was defined by the Department of Health, Education and Welfare in 1975 as: the skills to function effectively in the basic day-to-day struggle to make a living and maintain a home and family.

The definition was based on the Adult Performance Level study conducted by the University of Texas at Austin in 1973. The study covered basic skills and knowledge areas. This study determined that one adult in five lacks functional competency.

Literacy is the first step in lifelong learning. A person can enter a literacy program, progress from that to a pre-GED program, take a GED test, and then go on to college for further training.

The library is an excellent learning center because it can provide the learning environment and special collections needed by the new reader. It also gives the new readers access to regular collections, as well as information and reference materials. The library is identified as a permanent resource center in the community. Also, it is used by



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many agencies as such a resource.

1. Establishing the Need

The first step is assessment of needs. The census figures give the current population in your area. Taking into account those who are of school age or below, you can say that one in eight is a functionally illiterate adult. It is important to realize that this is only an estimate of those who are educationally disadvantaged. State Adult Education studies may also yield figures, since they do similar needs assessment for continued federal and state funding. The Department of Labor through Job Service is also a source of statistics.

The Rand McNally Commercial Atlas gives population figures, the number of households, and those employed for many cities or towns, and also county information. This is a good way to cross check your estimate.

The next step is to contact the local Adult Basic Education director for your area to determine what programs are currently being offered and where. Look under "Human Services" in your telephone book to see what educational services are offered or for other literacy programs in nearby areas. This prevents duplication of effort. Directories are available listing all literacy programs. The most comprehensive one is "Reducing Functional Illiteracy: A National Guide to Facilities and Services" available from Contact Literacy.

2. Outreach to the Community

In order to ensure public support for the program it is

necessary to do outreach in the community. A meeting should be called of representatives of social service agencies, educational agencies, human services, and church groups. A written invitation should follow the initial contact by telephone.

It is essential that the meeting place is centrally located, has parking, and is accessible to the handicapped.

Before the meeting it is necessary to prepare a hand-out which should include the statistics gathered in the needs assessment. Details of literacy programs which are in nearby areas and could give support to your proposed program should be listed. The speaker should be the person who will be identified with the project (at least in the initial stages) and will be the contact person for information. This person can be a staff member or a volunteer who spends time in the library daily.

It is important to have a definite identity for your literacy group at this point. A telephone number is essential so that prospective volunteers can contact you. Since prospective students may be hesitant about making contact, having only one person answering the telephone also helps. They can then identify with this person when they come to the library for tutoring. The hand-out should be widely distributed through contacts made at the meeting and should contain information on how to volunteer as a tutor and how to refer a student for tutoring. Contact should also be made with groups who traditionally provide volunteer community service. If your library has "Friends of the

Library," they should be contacted early to participate in the planning process. Many "Friends" groups have sponsored literacy programs. A follow-up meeting date should be set for the group to select committees to work on financial needs (including in-kind contributions), training, and the formation of a tutor support group.

The Role of the Library

Essentially a literacy program is dependent on its volunteer tutors who work with the volunteer students. Therefore, it is basically an outreach service of the library. The library support can be maintained through the "Friends" group if this is appropriate or by assigning of a staff person, say the adult services or extension librarian, to oversee the operation of the program on a part-time basis. The library can also offer many resources such as space for workshops and tutoring, telephone and copying service, and space for the instructional materials to be displayed. As previously mentioned, it is important to have a contact person for the program, both for community outreach and referral for students and tutors. If a volunteer is used as a contact person, there should be specific hours when the volunteer is available and a definite location within the library. All of the above services provided by the library will count as "in-kind" when the financial support for maintaining the program is planned.

The Advisory Committee

This will consist of those persons who attend the second meeting. The library contact person should encourage the



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group to elect a chairman and a recorder for the minutes. This meeting is to set up committees responsible for special tasks in the program. These will be:

Training and recruitment

Finance

Publicity

1. The Training and Recruitment Committee will be responsible for contacting trainers from nearby areas and setting a workshop date, also appointing a student-tutor coordinator. They will accumulate a list of prospective workshop participants and make the room and materials arrangements for the workshop. All members of the advisory committee should be encouraged to take the workshop training together with members of the library staff.

2. The Finance Committee will be responsible for soliciting funds from local organizations to cover the cost of the workshop materials. It should be ascertained what the guest trainers will provide or loan for the workshop. Instructional materials for the tutors' use will need to be considered. It is usual for the tutors to pay for their materials. A small registration fee for the workshop should be considered if this would be appropriate. This can be a deterrant in low-income neighborhoods and/or where there is high unemployment. The finance committee will also be responsible for the short and long term financing of the program. This can range from postage to proposal writing!

3. The Publicity Committee will be responsible for radio and TV public service announcements (PSA's) and newspaper



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articles to make the community aware of the program and to recruit tutors and students. Some other ways of doing local publicity are inserts in church bulletins and the free newpapers which are distributed weekly, especially in urban areas.

Considering the responsibilities of these committees, it is desirable to have members of the community who have some expertise in the various areas sit on the committees.

After the first group of tutors is trained, the Advisory Committee will help form the tutor support group.

Recruitment of Students

The recruitment of students may well be the most difficult part of the whole program. Unfortunately, adults who are functionally illiterate are still stigmatized in the community as being dumb or even retarded. They have had to contend with ridicule and failure, not only in their school lives, but also in their adult lives. Since these people are unable to comprehend the written word, other methods of reaching them have to be used. Radio and TV spots have been used successfully in many areas.

Once the students have made contact with the program, it is important to have them come into the library for an interview with the student-tutor coordinator.

Orientation for Training

The first session, lasting about 1-2 hours, should include information about the goals and objectives of the program including the formation of the tutor support group and the role of the library. The definition of volunteer commitment



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and the job description for a volunteer tutor should also be discussed. An overview of the tutoring method and materials should be given, too. This helps potential tutors make a decision to attend the workshop. It also lets them know what their commitment involves.

It is desirable to continue to have these orientation sessions from time to time so that people are prepared for the actual training workshop.

Methods for Recruiting Students

Recruiting should be begun before the workshop. Once the student-tutor coordinator has been appointed, a recruitment campaign for students should be started. When recruiting students for this kind of program it is necessary to ensure the student's confidentiality. Often students do not want members of their family or their friends to know that they are receiving tutoring help. The first contact with the student before the matching is very important. It is essential that the student is assured that this time he can succeed in learning to read and write.

Your local radio station or TV station should be aware of your campaign. Working with the publicity committee, make contact with them and find out the name of the talk-show host and the program manager. Talk-shows give an excellent opportunity to outline the program and appeal for students. But, be sure you have statistics of estimated non-readers in your area and a clear idea of what constitutes a "functional illiterate," as well as what causes illiteracy. Be very positive about the program.



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Posters are another way to recruit. This is an indirect method. It depends on another caring person giving the information to the non-reader. Then, it is up to that person to call the number given.

Agencies will also be willing to refer people when they know about the program. This is where the hand-out is necessary. It should be distributed to all the human service agencies in your area. Check the human services pages in the telephone directory. If you have a Volunteer Action Center in your area, please list your phone number with them. They will refer both potential students and tutors.

Training Workshop and Follow-Up

Although the first workshop should include the Advisory Committee and members of the library staff who will be attending for informational purposes, volunteers who wish to become tutors should be encouraged to attend this training session as well. These newly trained tutors will want to be matched with new students as soon as possible. The student-tutor coordinator will be responsible for matching tutors and students and keeping records of tutoring hours.

It is essential to protect the confidentiality of the student. Records of prospective students should not be passed to the tutor until a match is certain.

It is important to keep good records of which tutor and student are working together. Students who remain unmatched for more than two or three weeks become discouraged. Even if they cannot be matched quickly, contact should be maintained. Many students, due to poor circumstances, move



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around frequently, so it is necessary to keep their records updated.

The volunteer hours donated by tutors and others in the program are needed when further funding is being sought.

Tutor Support Group

After the first training workshop the Advisory Committee should meet to plan the tutor support group. This will consist of an executive committee, and other committees and will be responsible for the financing and continuation of the program. It will draw its members from trained tutors and members of the Advisory Committee.

The first action should be to consider by-laws for the tutor group which define the purpose and the function of the various officers and committees. Members of the Advisory Committee will make up the Board of the Tutor Support Group. It is best to consider the long-term goals of the group at an early stage. Affiliation with a national literacy group is necessary to continue training and in-service for tutors. Networking with other groups also needs to be maintained. This avoids duplication of effort and gives free access to information.

Successful administration of the program depends on the library staff and the tutor support group understanding their roles and responsibilities towards each other and towards the students.

Training for Program Administrators

Using the proposed by-laws as a guideline, officers should be made aware of their responsibilities. Job descriptions



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will be contained in the proposed by-laws. A budget, fundraising activities, tutor training, and in-service for tutors should be decided upon. Developing a training team who will be able to give workshops is an important activity during the first year. Each national organization has written procedures for trainers to obtain certification which are available to develop the training team.

Record-keeping activities need to be defined and specifically assigned. Statistics for the program will be needed for fund raising and informational purposes, so good records can be of great benefit.

Orientation and development of a speaker's bureau should be undertaken by the publicity committee at this time.

Evaluation of Program

In order to measure the success of the program, a system of evaluation should be set up. This can either be formal or informal. The formal evaluation can be developed from formulas suggested for library evaluation programs and should be done independently. The informal method could be the use of volunteers to ask tutors and (through them) students, certain questions.

The evaluation will help formulate goals for the second year of the program as well as meet needs of the tutors and students. It may be found that certain trends have been established or that areas of need have not been addressed by the program. It may be done after six months or one year, if the program had a slow start.



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grants will only be for instructional materials, others can pay for staff and support services. Here are some of the more usual ways of program finance:

LSCA through the library commission in your state--they will usually fund for one or two years.

ABE--this is state and/or federal money available through the Department of Education in your state.

Both of these may provide quite large amounts.

Two sources of small grants on a national basis are B. Dalton Bookseller and the Gannett Foundation, publisher of USA Today. Both have to be in your area for you to be considered.

On a local basis, United Way, local foundations, Kiwanis, Lions, Jaycees and other service groups may make substantial donations.

The speaker's bureau can also ask for donations when speaking to local groups.

Proposal writing should be done by somebody who has experience. This can be either a library staff member or a volunteer. It is ideal to have a person who can attend a seminar in grantsmanship. These are offered by colleges and universities as part of their community education programs.

Development of New Reader Collections

There are many excellent bibliographies of books for low level readers. There is also a free book available from New Readers Press called Opening Doors for Adult New Readers: How Libraries Can Select Materials. Many of the educational publishers have books for adult new readers, too.

# STI PROJECT FINAL REPORT

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In October 1983, the Illinois State Library approved the LSCA Title I project proposal entitled, "Delivery of Scientific and Technical Information (STI) Through Rural Public Libraries." The core of the project was the provision of a specialized reference service to a target group, specifically farmers, business people, entrepreneurs, technicians, and professional people. Its objectives were to effectively fill requests from people in the target group, to raise the awareness of business people and farmers, and to involve local librarians in the process whenever possible.

This evaluation will take a hard look at each facet of the STI Project. In which areas was the project a success or failure? Were the stated objectives met? What activities within the project should or should not be replicated? What outreach strategies work best for encouraging farmers and business people to use the public library? What role can the public library play in providing information to farmers and business people? This report will answer these questions within the framework of the STI Project's three main objectives.

Objective 1: To effectively fill requests from patrons in the target group. As stated in the University of Illinois Library Research Center STI Project report, of the 590 evaluation



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postcards received from STI patrons, 65% said that the information or material they received was excellent, 32% said it was satisfactory, and 3% said it was unsatisfactory. According to people who used the service, the information they received was effective. An example of an unsolicited patron comment supports the project's effectiveness: "We've been raising cattle twenty years. We not only received useful material on the subject requested, but also found out things about beef cattle that we never knew!"

Whether it was a business person asking for information on the market for anchovies in the United States, or a farmer expanding into the growing of Christmas trees, questions from people in the target group received special care during the STI Project period. Local librarians attached notes to STI requests explaining, in detail, what the patron was doing and what he or she needed. In addition, where more clarification of the request was needed, the project librarian called the patron to ascertain what depth of information was needed.

Librarians used the telephone and electronic mail to reduce the turnaround time when their patrons needed information quickly. It is interesting to note that, although information requests took an average of 7 days and title requests took an average of 12 days, 68% of all requests were filled within 3 days. Responsiveness to patron need was high on the part of all librarians involved. If a patron needed information the same day he or she placed the request, that need was met. Same day or one day service was given



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in 16% of all requests. This fast turnaround time was averaged in with requests which took several weeks to fill. Some technical/reference materials were difficult to get on interlibrary loan. The length of time it took for some associations and other people with information to respond to requests also lengthened turnaround time. For example, one patron wanted building plans for amusement park games and rides. After an initial search, a person who designs such plans was contacted, but it took about two weeks for the plans to arrive at system headquarters.

High patron satisfaction indicates the first objective was met. The special STI reference service given was appreciated by patron and local librarian alike. This satisfaction supports the idea of staffing system reference departments with one librarian who would develop a close relationship with all member librarians. Local librarians would call the system librarian assigned to this position if they needed a rush on a request, if a request required an extra telephone call to the patron, or if the local librarian suspected the information would be difficult to find. Having a system librarian in this position would benefit the system and local library staff as well as the patron. Having a librarian assigned to handle the requests for technical information would free the rest of the system reference staff to more efficiently fill the majority of requests which do not require special handling. The local librarian would benefit by knowing instantly whom to call with a question requiring special handling. The patron would benefit from the exper-



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tise which the librarian assigned to this duty would develop.

Objective 2: To raise the awareness of people in the target group. Both indirect and direct public relations efforts were used to raise the awareness of people in the target group. The target group was reached indirectly through outreach to other agencies that serve the target group.

Direct outreach to the target group was accomplished through speaking engagements at 80 meetings attended by members of the target group and by meeting directly with 70 business people and farmers in the workplace. Twelve percent of the total number of STI questions came directly from those personal contacts. Such personal contacts exemplify the project's emphasis on word-of-mouth advertising.

The project promoted word-of-mouth advertising at every available opportunity. On the bottom of the evaluation postcard was printed, "If you are happy with this service, tell your friends!" One STI patron drew an arrow to our suggestion and wrote, "I have, and they are also using it. I think it is wonderful we have this opportunity for information."

Brochures, booklists, flyers in local bank monthly statements, newsletters, taped radio and television public service announcements, and a dozen news releases sent to radio and television stations and newspapers were used in addition to personal communication with the target group. Subsequent STI requests from local libraries indicated that brochures, booklists, newsletters, and news releases were read and used by people working in businesses and on farms.



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Reaching business people and farmers indirectly, through other agencies set up to serve them, was often a more effective way to reach interested potential STI patrons. Initial visits were made to the following agencies: county Farm Bureaus, county Univeristy of Illinois Cooperative Extension Service offices, Chambers of Commerce in each town, area Planning and Development Commissions, three community college's Business Service Centers, the regional Illinois Department of Commerce and Community Affairs office, and Southern Illinois Incorporated. At the first meeting between agency staff and the STI project librarian, STI service was explained and offered to each agency. Some agencies had requests for information right away. Two agencies, which have agreed to be identified, made extensive use of the STI service and actively referred people to their local libraries for service. Southern Illinois Incorporated used the service 32 times, while Southern Five Development Commission used it 26 times.

An additional offer was made to provide a speaker, a display, and resource lists to area agencies. Many agencies, especially in the second year, invited STI Project participation in agency-sponsored workshops, meetings, and shows, e.g. Swine Seminars, Workshops for Entrepreneurs, and Oil Production Seminars. The people in attendance at these meetings were interested in gathering more information to use on the job. Otherwise, they would not have made the effort to attend the program.

In an attempt to cover the entire system area, the STI



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Project provided outreach through some more general service organizations, such as the Lions Club, if it was the only service organization in the community. These meetings were somewhat ineffective, because the percentage of potential patrons was lower in a general service organization than in a meeting held by, for example, a Chamber of Commerce.

STI Project contact with other agencies continued after the initial visit in many ways: through STI participation in their programs and responses to their reference questions, and also through mailings to keep them up-to-date on project activities, through their participation on the STI Project Advisory Committee, through their responses to our requests for help, and by working with them to put together the directory of groups who provide information to business people and farmers. While some agencies requested information from the STI Project at the initial visit, others did not ask for information from the STI Project until it was over. Each attempt to promote interagency cooperation added a few more agencies to the number of those who actively used and supported the STI Project.

In an indirect way, the STI Project raised the level of awareness of business people and farmers outside of the Shawnee Library System area. Other librarians showed a great deal of interest in the STI Project. News reports in Library Hotline and American Libraries brought mail asking for more information from the deputy supervising librarian for the Library Council of Victoria in Melbourne, Australia. Other outreach to the library community included poster

sessions at the Illinois and American Library Association annual conferences; a display at the Midwestern Rural Libray Conference in Mankato, Minnesota; a memo to Illinois library system directors; a workshop at Cumberland Trails Library System; and participation in a preconference on rural libraries held by the International Federation of Library Associations with 20 Latin American rural librarians. The project also received monthly requests from librarians throughout the United States who were interested in starting outreach programs to their farm and business communities. Packages were put together for interested parties, including project proposals, sample publicity pieces, and news releases. The sharing of experiences and information with other libraries proved to be one of the areas of greatest satisifaction in the project.

About 85% of the project's requests came from business people, mostly people in small business, while only 15% of the total number of requests came from farmers. Because considerable effort was placed on outreach, it was difficult initially to understand why requests from farmers were such a small percentage of the whole. Before the project began several local librarians voiced opinions like this comment: "Trying to get farmers into our library--that's going to be a tough one. Farmers get all the help they need from the Farm Bureau." This librarian made two good points. It is not easy to attract farmers into the library. Librarians knew they had not been reaching farmers before the STI Project and were skeptical that the STI Project would reach them.



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When farmer evaluation postcards were analyzed, 82% of all farmers were using the library for the first time for their work, compared to 72% of all people who used the project. Librarians also realized that farmers have the Illinois Cooperative Extension Service, Farm Bureau, Southern Illinois University agriculture faculty members, and several for-profit farm services--all eager to provide information to farmers.

An information service for farmers was developed over the 18 month STI project period largely through trial and error. In the first few months of the project period, farmers and farm agents were asked what kind of information they would use if it were provided at the local library. Those materials were promoted through talking with farmers, and through the media; e.g. a news release on agriculture software available through local libraries. Farm materials on topics in which farmers expressed interest, like books on the futures market, were purchased on demand.

The 15% figure is not a blemish on the project; it signifies an effort to provide an information service to farmers not provided by other agencies. Libraries are unique among agencies providing information to the agricultural community; they provide farmers with books for loan. Also, there is no other agency focusing its efforts on the part-time farmer or homesteader. This provides another gap in service which libraries can fill. It has been the experience of the STI Project that many farmers who make 100% of their income from the farm may only use the library for information as



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a last resort, after they have exhausted all other sources of information. A small number of farmers, many of whom have not been farming long or who have particular areas of interest, such as agricultural computing, will read everything available in their area of interest. Once these farmers were made aware of what the library could provide, they used it.

Homesteaders and, in that same category, people starting small businesses were eager to use the STI Project. Both groups often have limited resources, are in an information-seeking mode, and have an appreciation of the role additional information can play in increasing the productivity of their small farm or business. This made them prime candidates for using the STI Project. Efforts to raise the awareness of these two groups were effective in large part because they were already highly motivated to use it. Motivating the full-time farmer to use the STI Project was a more challenging task, because it involved changing his or her attitude about libraries, as well as changing a long-established behavior pattern--not going to the library.

In summary, a thorough attempt was made to raise the awareness of people in the target group. The effort which proved most effective and which will most likely have the greatest long-term results, was the fostering of interagency cooperation through the project. A library wishing to provide information to farmers should find effective ways to build strong connections with the agricultural support network, so that eventually the library can become part of the network,



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providing books, materials and information to farmers. In addition, libraries will find that it takes little additional effort to build on their long-standing tradition of providing self-help materials to people with small businesses and farms.

Objective 3: To involve local librarians in the process whenever possible. In the STI patron's eyes, the local libraries were integrally involved in the STI Project, as displayed in this unsolicited comment from an STI evaluation postcard, "Excellent service from Shawnee and Chester. The field I needed information about is constantly changing, so I found the reprints of recent magazine articles especially helpful." (Underline added by patron.)

Public librarians in the Shawnee Library System area displayed their involvement in the STI Project in many ways. The public librarians from Metropolis, Eldorado, and Marissa provided leadership for the project by serving on the STI Advisory Committee. In 29 instances, librarians attended and/or spoke at meetings and visited potential STI patrons with the project librarian, many times in the evening and on their own time.

While some librarians' support for the project grew over time, others showed commitment to it from its conception. At the all-librarians meeting held to introduce member librarians to the STI Project, plans were mentioned for future meetings between potential STI patrons, the local librarian, and the project librarian. Shortly after the all-librarians meeting, an initial meeting was set up for one librarian



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in particular and the project librarian to discuss the STI Project. When the project librarian arrived, the local librarian had set up an entire afternoon of visits to potential STI patrons. Her interest and participation in the project continued by having an STI exhibit at a local festival. She requested the use of several STI rotating book collections, using them for attractive displays in the Main Street storefront library. To an STI display on farming she added a farmer's seed cap which proclaimed, "If Dolly Parton was a farmer, she'd go flat-busted too."

Involvement in the project was encouraged and good communications fostered through three consultant visits to each of the 45 public libraries in the system. Memoranda were sent and items for the Shawnee Library System's brief newsletter, the Bulletin Board, were submitted to keep librarians up-to-date on project activities and to provide them with encouragement. The close telephone contact maintained by local librarians and project librarian throughout the project helped with the quality of reference work as well as the quality of the working relationship between the librarians. Local librarians' involvement in the STI Project, together with efforts made by the STI Project to communicate with local librarians, combined to create strong working relationships between most libraries and the STI Project.

Conclusion: Major findings from the experience of the STI Project follow:

1. Library systems would benefit from assigning one librarian to work closely with local librarians to provide reference



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service to patrons with technical or difficult-to-fill information needs.

2. One of the most effective methods of raising the awareness of a library's target group concerning a new information service is to work with the agencies already providing information to the group.

3. When deciding whom to target, it is important for a librarian to decide who wants the library's help. People starting small businesses and people with small farms made best use of the STI Project, because they recognized their need for information and were motivated enough to seek it.

Major successes of the STI Project include the extensive efforts made to reach out to people who had not been reached before, and providing effective reference service to the target group. A major accomplishment of the project is an increased awareness for both local librarians and the Shawnee Library System staff of the information needs of business people and farmers and the resources needed to meet their needs. A failure of the project may be that it was seen primarily as a system service; there may have been less use of local library resources than was anticipated. Without the involvement of local librarians, however, the service could not have been provided. The people who used the service needed a place near their homes where they could comfortably request information; the STI Project provided the information. For many rural libraries this is not a bad place to start in the provision of service to their communities.



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# FLAGLER HUMANITIES PROGRAMS: SUCCESS IN A TINY LIBRARY

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Flagler, Colorado, is a small, rural community with a population of less than 600, located on the high plains 120 miles east of Denver. Flagler boasts one of the smallest public libraries in the state of Colorado, the Flagler Community Library, which houses 5,300 volumes and operates on a yearly budget of less than $2,000. The library is open only five hours a week. Yet when the Flagler community library presented its first public program, a humanities program, almost 300 people attended. Two months later when it presented a second program, the local movie theater had to be used to accommodate the attendance. Over 330 people came, and the main street was transformed into an open air museum of antique cars and farm machinery.

The library received funding to present the programs and technical assistance in program development from the Rural Libraries and the Humanities Project, a National Endowment for the humanities (NEH) grantee based at Kansas State University.[1] The programs, "A Potpourri of Early Years" and "Country School Legacy," were successful because Jean Strode, the librarian, maximized community interest by involving the

local people and organizations in the planning and implementation of the programs.

The Rural Libraries project assisted ten communities each in Kansas, Oklahoma, and Colorado in offering over sixty humanities programs through their public libraries during the past year. This project has ended, but a funding resource for public humanities programs exists in every state in the nation. Libraries and other non-profit organizations that would like to develop or present humanities programs for out-of-school adults can contact their state humanities committee for information. Although the names of these agencies vary slightly from state to state (Minnesota Humanities Commission, Delaware Humanities Forum, Colorado Endowment for the Humanities), all are supported by the Division of State Programs of NEH, and as such, are mandated to award grants to non-profit, non-political organizations for humanities projects benefiting the out-of-school adult public.

The primary criteria for funding is humanities content. The involvement of humanities scholars (usually PhD's in the disciplines listed by Congress)[2] in the planning and execution of the project helps to ensure the humanities content. Grant applications submitted to a state humanities council are reviewed by a volunteer committee made up of humanities scholars and other community leaders and individuals committed to education in the humanities.

Of vital importance in consideration of a grant application is a high level of community interest and involvement.

There should be a keen desire in the community for the program to take place, and enough community involvement before the program to guarantee a good audience turnout. Time, facilities, services, materials, and money donated by participants and non-participants should, at a minimum, be valued in equivalence to the requested grant amount.

In Flagler, librarian Strode had a local steering committee to assist her with the programs. From the onset the committee was a working, decision-making body. "I selected people that I knew would accept responsibility and were dependable. These were the visible, influential and busy people in the community," she said.

They were representative of the community: the chairperson was a machinist; other members were a gift shop owner, county commissioner, insurance salesman, two teachers, and the humanities scholar, who served as a consultant to the project.

The committee represented such groups as the Women's Club, Ladies Aid, Lions Club, Library Board, The County Commission and the school system. This breadth of representation was valuable because it led directly to involvement of diverse groups in the design and development of the programs, and heightened community awareness of the upcoming events. Additionally, the time spent by the steering committee on this project represented a significant in-kind contribution to the grant.

Because of Strode's enthusiasm for the project, the steering committee became strongly committed to the project.

The programs soon ceased being library programs and became Flagler community programs.

The programs were designed so that the residents were involved, supporting Peggy O'Donnell's contention that, "When you involve other people in the planning the more certain you can be that the programs will appeal to and interest your audience...when people have an active role in planning a program they are more likely to attend the program and bring their friends and families."[3]

Residents of the area were asked to display heirlooms and artifacts at the first program, and antique cars and farm machinery at the second program.

"We just asked, we kept asking everybody. Many people have items of historic value that they are pleased to display," said Strode. This approach very effectively involved the community in the programs.

The steering committee did not stop there. School children created posters to promote the programs and women from the local senior center were asked to judge the posters. Awards were given for the three best posters from each grade level, K-6. Music was provided before the programs by a RSVP Mountaineer Band, and several local residents were involved in the actual presentations. All this led to broad community interest and involvement in the programs, and (coupled with the publicity campaign) served to boost attendance.

The committee established dates for the programs (both were conducted on Sunday afternoons), arranged for facilities



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(another in-kind contribution towards the grant), developed the publicity campaigns, helped the librarian in writing the grant application (the humanities scholar was helpful in ensuring the humanities content of the application), and in general worked with the librarian to ensure program success.

Many state humanities councils offer mini-grants or planning grants which are large enough to bring a humanities scholar into the community to assist in the design of the program and the actual writing of the grant application. Librarians considering applying for state funds should contact their state humanities council and request guidelines, deadline schedules and application forms. They should be sure to ask about special programs for libraries and/or rural audiences. Some states offer small planning grants, speakers' grants, media resources, packaged programs, and traveling exhibits. Often these are less complicated to apply for and to arrange. The programs in Flagler cost $500 and $300 in grant funds. The considerable local contribution and donated time by the scholars made these programs inexpensive. Costs of rural programs are often higher because of travel costs for scholars and other participants, especially if the project requires the scholar to do research in more than one location before the program.

Packaged programs have an appeal to rural and small libraries. These programs can take a variety of formats. For example, an exhibit and scholar/speaker, a film and scholar/discussion leader, or a panel reproducing a previous program but drawing on local participants and issues. The



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packaged program is usually less expensive to present than a program created at the local level and may better utilize the community's limited resources. The uniqueness of each community comes through during discussion segments even when a packaged program is used.

Discussion and dialogue is an important part of a humanities program. It gives the audience an opportunity to participate in a humanities process--analysis, questioning, critical thinking, hearing and responding to others' views. In the best cases, the dialogue serves to augment the base of existing information on a topic.

The project planner/grant writer has an important role in communicating to the scholar the kind of program anticipated by the planners, the role the scholar is being asked to play (especially as discussion leader), the expectations of the funding organization, and the effect of successful educational programs on the library and the community.

From the scholar's perspective, good local preparation, feedback on his or her contribution to the project, and beforehand knowledge of local controversial issues are appreciated.

What appeal does this kind of program have for the scholar? Why would a scholar drive to Flagler, Colorado or any other rural community to participate in a humanities program? Primarily these programs offer an opportunity to meet and talk with a uniquely different audience. The participants have unique experiences from their distinct lifestyles to draw upon during discussions. Their views are

often not represented on the typical college campus, or in the audiences who attend programs in urban settings. A scholar, while presenting new information and offering perspectives, can enrich his or her work significantly. Libraries benefit from the programs because the programs offer an opportunity for the library to serve the adult population in the community. Library usage may even increase.

When considering applying for a state humanities grant, project directors should contact their state humanities commission. The commission can, at any stage in the planning, advise on the humanities content of the program, suggest various kinds of applications, assist in locating the best scholar, supply examples of applications of funded projects, answer questions on the application process and review and comment on drafts of the application. The final grant application will be considered by the state committee, the governing and grant awarding body of state humanities programs.

Successful public humanities programs are vastly rewarding, but they are not easy to do. Flagler's warmly-received presentations were the result of substantial time and energy well spent--and not all of it by the librarian. Strode's careful groundwork brought wide-spread community interest and involvement. Then her role became two-fold. While she was the catalyst who kept the pot boiling, she was also responsible for keeping the program within the parameters of the grant criteria, all the while being careful not to douse

the committee's enthusiasm.

The tiny Flagler Community Library, open just five hours a week, serving a population under 600, nevertheless presented two humanities programs that attracted nearly 1,000 people. If a small rural library, with an inspired librarian, can develop and present this kind of programming, think what is possible in your community.

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## NOTES

1. Grant number GL-20176-82, awarded to the Division of Continuing Education, Kansas State University, Manhattan, Kansas.

2. The humanities include, but are not limited to "history, philosophy, languages, linguistics, archeology, jurisprudence, art history and criticism, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches."

3. Peggy O'Donnell and Patsy Reed, Planning Library Programs, American Library Association.

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# THE TRAVELING LIBRARY IN ENGLAND: A HISTORY

Judith B. Gunter
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Beaumont, Texas

Travelling libraries were the answer to the increasing concern of many librarians over the lack of books accessible to readers in the remote villages and hamlets of England. There had been book deposits over the years and boxes of books were sent out to be changed at intervals, but a greater need was recognized to provide a varied collection to the rural areas on a regular basis. This has developed over the years into a modern mobile van service which serves the population of rural England with not only light reading but a substantial amount of reference material as well.

The first recorded instance of readers borrowing books from a vehicle in England was from a horse drawn van in Warrington in 1859. This was purchased by the working men of Warrington through the offices of the Mechanics Institute. This van was used mainly within Warrington for the benefit of the working men who would not go to the Institute Library.[1] The idea of free public libraries travelling around the counties was first proposed by James Duff Brown in 1894. Brown was an outstanding librarian who served the cities of Clerkenwell and then Islington until his death in 1914. He developed a classification system about 1896 and played an important part in the development of the library profession.[2] Brown's proposal for the travelling service stated in part,



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"that each county council support a rate of one penny in the pound which would be enough to establish a series of travelling libraries, giving every inhabitant of the county access to thousands of well-selected books, instead of to a very few hundreds."[3] Annual cost of maintenance was estimated at:

| | | | |
|---|---|---|---|
| Van Complete | 100 | Librarian | 78 |
| 1500 Volumes | 187 | Driver | 65 |
| One Horse | 70 | Horse | 45 |
| Charging System | 10 | Repairs | 10 |
| | | Books | 20 |
| | | Light and Heat | 7 |
| | | Printing | 5 |
| Total Original Outlay | 367 | Maintenance | 230 |

He also made note of the recent improvements in "electric traction": "Might get vans carrying their own motive power, thus dispensing with both horses and drivers and cut costs dramatically."[4]

Brown's idea of using horseless carriages for travelling libraries did not become reality until 1920. But travelling libraries using horse drawn vans were brought into service in connection with the Carnegie schemes for county libraries which preceded the 1919 Library Act. They were open in the evenings to serve outlying villages.[5]

In 1920, a book van, known as an exhibition van, with shelf accommodation for 1000-2000 volumes, was first introduced in Kent County and was followed by other pioneers. These vans were arranged with book shelves on each side of the van exterior to provide outside access to readers. The librarian in those days often had to drive the van because of shortage of staff. When it was decided to engage a chauffeur



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in Lindsey, the committee prudently provided a folding table and a portable typewriter, so the librarian could deal with correspondence en route. "There is something heroic," comments the Carnegie report, "in the picture of a librarian typing letters and memoranda in a van doing thirty to forty miles an hour, even on the relatively level roads of Lincolnshire."[6] It was most probable that the librarian on the early mobile library was not highly trained. According to Gray's recommendations for County Library staff in 1922, only the County Librarian and the cataloger needed the training provided in a two-year course at London University. The librarian should be a trained public librarian and, if possible, a Fellow of the Library Association.[7]

It has been recognized that the special work required of a mobile librarian demands a professional person. "It also demands one who is hardy, healthy, mentally and bodily active, flexible, and adaptable. Can such a person exist? Exist they do, with the added qualities of an unruffled temperament to deal not only with the volume of work but also with the difficult and cramped working conditions."[8] The mobile library served a varied clientele from pre-school age to the very elderly which added to the stress of a working day.

By 1931, the areas of service were expanded as outer access vans gave way to inner access mobile units. "The first true mobile library in England was the converted bus which Manchester operated from 28th July, 1931."[9] Most county librarians at this time did not accept the idea of the



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mobile library as the best way to serve remote areas. The feeling seems to have been that the village library was the center of the community and should be maintained as the ideal center of service. Mobiles were considered to spoon-feed the general reader, and this was thought to be undesirable. "Partly this was due to the influence of the Carnegie Trust which was firmly behind the establishment of the village centre library."[10] Even though the first mobile library, with service as we know it today, was introduced in Kent in 1935,[11] the Kent County Librarian was not wholly in favor of the project. "The Kent County vehicle had been refitted to enable books to be issued to the borrowers by an assistant working from inside the van. It visited four districts on the outskirts of the area, and remained on site for a few hours on two or three days a week."[12] Mobile Library service was introduced to Warrington, Manchester, Lincolnshire, and Burnley at about the same time. There was a dramatic increase in total number of county library readers between 1932 and 1939.[13]

With the advent of World War II, there were no further advances in mobile van service until the late 1940's. By then, attitudes toward readers in small and isolated communities had changed. In 1949, B. Oliph Smith, the County Librarian of the West Riding of Yorkshire stated that the countryman is entitled to just as good service as the urban dweller, and he set out to satisfy that demand. An ex-ambulance was outfitted as a travelling library van. It held 300 books, and travelled 225 miles of road on four routes.



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Each route was to be covered once a fortnight. Owing to the lack of materials, the authorities had to convert almost anything on wheels into a mobile library or had to argue very convincingly for a custom-built vehicle.[14]

Expansion of services continued through the fifties. In the sixties according to Murison, "service was now being offered through more than five hundred mobile units touring the rural areas of the counties and the new housing districts of the towns visiting thousands of service points regularly."[15] Vans were now made to order for library service and some included such amenities as a small kitchen or wash basin for the staff.

As has been noted, the staffing of a mobile service required a person or persons of many talents. Those advocating standards for library service recognized that mobile staff for rural areas must also have a detailed knowledge of the library's stock and potentialities as there are only a limited number of reference books available for consultation on a mobile unit. For these reasons they should be staffed by qualified librarians.[16] The mobile librarian has the best access to the reader and will get to know the reader and the community in which the reader lives. The attitude of this librarian towards the reader is as important as the professionalism displayed. All the modern equipment, the varied collection of books and other materials, will not serve its purpose without the presence of a librarian who cares about people as well as books.

In Oxfordshire today, for example, there are seven mobile



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vans circulating books and other materials to 380 service points throughout the county, either on a weekly or a fortnightly basis. These are staffed with well-trained librarians, professionals where possible, and accompanied by a knowledgeable driver who aids the librarian and reader as needed. The vans carry a large variety of adult books and smaller collections of children's books and reference materials. Requests are taken, are referred to the headquarters and, if possible, are brought to the reader on the next trip. A micro-fiche reader is used by the mobile librarian to locate a particular title in the collection maintained by the county. Coverage of the rural areas is extensive with some stops of only ten or fifteen minutes and others as long as three hours. HIgh circulation reports show that the service is appreciated and used by those living in the rural areas. A turnover of each collection is guaranteed as each van librarian goes to headquarters once a month and chooses about one hundred new books for the collection, returning the same number from the mobile unit.

Professional attitudes, including those of the county librarians, have shown a complete reversal--from the earlier rejection of the travelling library (which was not thought to be the type of service needed in the villages), to enthusiastic support of the mobile service throughout England. In 1976, the County Librarian of West Sussex said, "experience shows that the mobile library gives a far better selection of books to a community, attracts borrowers from a wider cross-section of the population and issues more books than a static



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village centre."[17] Mobile libraries have come a long way from Warrington and Manchester and are still moving with the times. That they are capable of doing so is a measure of their effectiveness.

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17. Orton, p. 85.

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# TELEPHONE REFERENCE SERVICE IN RURAL PENNSYLVANIA LIBRARIES: A SURVEY

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Reference service, providing information on demand, is generally acknowledged to be a primary library function. Because it captures such a high profile within the library community, reference service has been the subject of numerous articles and studies attempting to identify and categorize the process of providing satisfactory levels of information in response to patron queries. At first glance, this would seem to be a simple task of observation; however, the problem of assessing the quality of reference service becomes more complex as the evaluation process unfolds. Such was the experience of this author while conducting a recent survey of the telephone reference services provided by a number of rural libraries in Pennsylvania.

## Evaluation of Reference Service

Many attempts at reference evaluation are limited to quantitative descriptions or subjective observations which disregard any measurement of success or failure. For example, some libraries keep statistics on the number and type of reference question asked, while others keep lists of the actual questions. This data in either case can then be analyzed in various ways to yield an accurate picture of

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library's particular reference activities. This statistical data can also be utilized for comparisons with published guidelines for reference service such as "A Commitment to Information Services: Developmental Guidelines," which is the national standard adopted by the Reference and Adult Services Division of the American Library Association. Of necessity, these guidelines are designed as general standards which can be applied to all types and sizes of libraries. Thus they are most beneficial when employed as tools for providing an assessment of a specific library's strengths and weaknesses. Evaluations of these types fulfill the profession's need for information about the reference process; however, they are of little value in developing an effective model for the measurement of reference service.

Lancaster notes, "Real evaluation...entails the identification of successes and failures and the analysis of reasons for failure."[1] Various alternatives have been employed in the attempt to attain this goal. One such alternative is the determination of user satisfaction, where library users are asked to give their opinions of the reference services they have received. There is, however, a fundamental flaw in this approach. For several reasons, users tend to overrate the services. A number of studies conducted in this manner concluded that an overwhelming majority of users felt that their questions were answered satisfactorily, and in other studies, reference services were judged to be good or excellent by most respondents. So many favorable responses can only lead researchers to surmise that some bias was



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present and that the results do not represent a realistic portrayal of user satisfaction.[2]

Another approach to measuring reference quality is to consult the reference staff. Staff members maintain a log of the questions asked, the answers given, and their own assessment of the users' satisfaction. Like user surveys, studies of this type have reported success rates of over ninety percent in most cases.[3] Since it is not always clear how the questions were recorded, comparisons or conclusions cannot be reliably drawn. In addition, it may be unrealistic to assume that the library staff members can accurately assess the users' satisfaction levels. As Childers points out, "the fact that the recorders of the unanswered questions are usually the very people responsible for assessing them casts doubt on the objectivity of that measure."[4]

A less difficult approach to the analysis of reference accuracy is the obtrusive test. Unlike the preceding methods, it allows the assessment to be performed outside the normal operating atmosphere of the reference department, thus permitting a greater degree of control. Generally, this kind of test takes the from of a list of typical reference questions submitted to the reference staff. Staff members are usually requested to record their answers and the reference source(s) they consulted for each question. This method is especially beneficial as a tool for evaluating the performance of the reference staff or for evaluating the adequacy of the reference collection. There are, however, some very serious limitations to this type of test, "the most

obvious being that the subject of the evaluation is completely aware of the test situation. When he knows he is being observed and evaluated he may not behave as he would under 'normal' working conditions; an inevitable 'Hawthorne effect' is created."[5]

To avoid many of the problems encountered with the approaches previously discussed, Terence Crowley devised and implemented a technique for unobtrusive evaluation.[6] "Ideally, it would be preferable to administer a controlled test, with the subject unaware that he is being studied. Such a test is likely to be more satisfactory in many ways than an obtrusive test, because it could measure the performance of the reference librarian under actual working conditions rather than under the artificial conditions of an obtrusive study."[7]

For the sake of convenience, most unobtrusive tests are administered via the telephone, so the anonymity of the inquirer can be preserved. Conducting the test over the telephone also permits the inquirer to make an immediate, and probably more accurate, record of the reference transaction. Another obvious advantage is that the test can be administered to a wide geographic area within a fairly short time span, enabling the researcher to sample a sizable number of libraries. It is not essential that hidden reference evaluation be performed only via telephone. Volunteers or proxies can be sent to visit sample libraries to simulate "real" patrons in the reference interface. One possible advantage of personal visits is the opportunity for the



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inquirer to observe facial expressions, body language, and actions of the respondent, as well as to monitor the overall performance and attitude of the reference department.

Ever since Crowley first documented his technique of unobtrusive evaluation, critics have assailed the method as unfair and unethical. They contend that observing people without their knowledge is essentially the same as spying, and is an invasion of their privacy. They also fear that data collected in this manner can and will be manipulated and abused to the detriment of library workers. Supporters of this technique, though, point out that workers in the public sector are performing duties which do not fall into the "privacy" sphere. They agree that using the data to single out individual workers is an abusive and improper application of the evaluation process. It is interesting to note, however, that where workshops have been held to demonstrate this method and that when librarians have been afforded the opportunity to put it into practice themselves, there have been changes in attitude about it--from skepticism to enthusiasm.

When unobtrusive methods are applied to reference performance, the results are found to be substantially different from other evaluative approaches. In previous studies, users, when surveyed, indicated a high level of satisfaction and librarians gave themselves a ninety percent success rate in answering patron questions. However, unobtrusive measures have found that the average success rate is only a little better than fifty percent.[8]



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Weech summarizes:

> The primary trend in reference service evaluation seems to be in the area of unobtrusive testing of reference performance. Whether this trend will continue will probably depend...on the library profession's acceptance of the technique....Its future, as Childers has pointed out, lies in its use not only as a tool for quality control of reference service, but also as a means for gathering data on which nationwide standards for reference service might be based."[9]

Purpose of this Study

A telephone reference study was implemented by this author for the purpose of determining the current state of reference services in rural libraries. At the outset, a keen interest in reference evaluation and simple curiosity about the quality of service provided the initial momentum. Complete lack of documentation about reference evaluation in rural libraries provided further motivation. A review of the literature revealed many studies of reference service, yet none of them were exclusively devoted to small or rural libraries. In fact, many studies purposefully instituted minimum requirements for budget, population, or collection size to exclude those smaller libraries normally found in a random sampling. The final spark, however, was provided in an article written by Thomas Childers. In it he states, "There is indication that stronger libraries perform better on reference tests than smaller libraries."[10] He goes on to offer several possible reasons for this tendency, which appear to be plausible deductions. However, since there have been no documented evaluations of rural reference services



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using the unobtrusive method, it would seem to be a somewhat premature conclusion. Even if Childers' suspicions are accurate, a study designed to measure rural libraries could certainly shed some light on the disparity in reference service quality between large and small libraries.

In this vein, an unobtrusive study was undertaken to measure the quality of telephone reference service performance in rural libraries. The study was intended to primarily elicit quantitative data that would yield the percentage of correctly answered questions, as well as other variable which will be more fully discussed later in this report. It was also hoped that some insights could be gained by the researcher into qualitative aspects of the reference transaction, such as the helpfulness of the respondents, the attitude of the library staff, telephone etiquette, and the overall impression made upon the "would-be" patron. The test was administered over a ten-day period in March 1985, and all of the telephone calls were placed by this author. Because the time span of the study was relatively short, only five test questions were included and the sample size was limited to twenty-three libraries within a four county area of Pennsylvania. In view of these limitations, the results of this study were not expected to be conclusive evidence. Instead, they should be regarded as preliminary findings upon which future research studies can be built.

## Telephone Reference Service and the Rural Library

For purposes of this report, telephone reference service



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is meant to include all telephone calls that a library receives from its patrons. These calls may be simply requests for directions or library hours, or perhaps they will be requests for reader services which require checking the card catalog or offering interlibrary loan services. Other telephone calls may follow the line of more formalized reference, such as fact-type or short answer questions. Still others may necessitate a reference interview requiring question negotiation skills.

Regardless of the level of reference service executed, every telephone call plays an equally important role in the library. "In a world where fast service is expected and demanded...the telephone has become another critical library tool. Many people greet the library for the first time by using the telephone. In many cases, the library's first chance to 'win friends and influence people' comes when the telephone rings."[11]

In the rural setting the telephone's critical role is intensified by the library's geographical isolation from patrons and large libraries. According to a nationwide survey performed in 1981 by the Center for the Study of Rural Librarianship, the average "maximum traveling distance" for rural patrons to reach a library was fourteen miles. The average distance from a rural library to the closest city with a population over 25,000 was forty miles. This study also found, not surprisingly, that 19.2% of the reference questions asked in the average rural library were received via the telephone.[12] These statistics serve to clearly

illustrate the significance of telephone communications in the rural setting.

Related Research

The earliest documented unobtrusive test of reference was performed by Terence Crowley in 1967-68 and is generally regarded as the seminal study utilizing this methodology.[13] Eight test questions were posed, either in-person or via the telephone, to twelve medium-sized public libraries in New Jersey. The study was designed to test the hypothesis that "libraries with high expenditures and high per capita support will answer a larger proportion of information questions than will libraries with low expenditures and low per capita support."[14] A total of 120 questions were asked, resulting in sixty-five correct responses (54%). Statistical analysis of the results, however, failed to find any significant difference in the proportions of correct and incorrect answers between the two groups--high expenditure libraries versus low expenditure libraries. Despite the lack of conclusive evidence in support of his hypothesis, Crowley's study did produce several salient contributions. The low success rate of only fifty-four percent led him to conclude that libraries were unknowingly dispensing outdated or incorrect information and that they were especially deficient in the area of current awareness. The greatest impact for future research, though, was the establishment of a new technique for the measurement of reference service. Crowley's unobtrusive method proved to be an effective,



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inexpensive, and realistic way to obtain data on the performance of information service.

In a 1969 study of the Chicago Public Library, Lowell Martin applied Crowley's techniques by using "anonymous shoppers" to pose a variety of questions. The results were similar to the Crowley study in that the primary area of deficiency was current awareness questions. This led Martin to call for a well-developed mechanism which would fairly evaluate reference service.[15]

Another pioneer in the field of unobtrusive reference evaluation, Thomas Childers, conducted a prominent study of twenty-five New Jersey public libraries in 1970.[16] Unlike the Crowley study, which sought to correlate expenditures and the quality of reference information, Childers' purpose was to measure telephone reference service "and then to relate it to some of the conventional measures of libraries (i.e. descriptive statistics), in order to judge the value of those conventional library measures in predicting the quality of the service."[17] To this end, Childers collected data for forty-seven separate, conventional library measurements in an effort to uncover a relationship between any of these independent variables and the correctness of a library's responses to a list of twenty-six test questions.

In contrast to the Crowley study, Childers developed his set of twenty-six factual questions in an attempt to assure variety rather than to emphasize a specific area of questioning, such as current awareness. To do this, he adopted a classification scheme included in a 1948 study by Van Hoesen,



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which places fact-type questions into one or more of the following categories:

1. Meaning type,
2. Numerical or statistical type,
3. Historical type,
4. Exact wording type,
5. Proper names,
6. Addresses of individuals or societies,
7. Books and publishing,
8. Biography (facts about specific individuals whose names are known),
9. Geographical facts,
10. Book reviews,
11. Illustrations.[18]

Perhaps the most innovative contribution made by Childers in this study was his development of a scale of correctness with which to judge the responses. Although he tried to design questions that required short, factual answers, Childers recognized that any judgement of correctness automatically introduces some degree of subjectivity. Therefore, a scale was devised that would diminish the amount of subjectivity that unavoidably seeps into the judgement process. All responses were judged according to the following code:


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C = The final answer is wholly correct.

P+= (a) The correct answer is included in the response but incorrect information directly related follows or immediately precedes the answer...

(b) The correct answer is given, but is presented in such a way that an inquirer would likely be uncertain that he had gotten the correct answer...

P-= The correct answer is not given, but the response does indicate a substantive step toward the correct answer; that is, part of the correct answer is given...

W = (a) The answer given is wholly incorrect, or

(b) No answer given, but there was some consultation with printed sources or other persons on the part of the respondent...

R = There was no attempt to answer the question correctly. That is, the respondent, without leaving the phone to consult a printed source or another person, indicated that he would not be able to answer the question.[19]

By manipulating the various codes using weighted values, Childers came up with five different scales. For each scale different point values were assigned to the correctness codes, so several combinations could be analyzed and comparisons drawn. (See Table 1)

As a result of his experimentation, Childers concluded that a community's per capita wealth does not significantly



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Table 1

Childers' Five Scales for Measuring Correctness of Responses

Point Values

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Scale A | | | (C) or (P+) | (P-) or (N) or (R) |
| Scale B | (C) | (P+) | (P-) | (N) or (R) |
| Scale C | | (C) | (P+) or (P-) | (N) or (R) |
| Scale D | | | (C) or (P+) | (P-) or (N) (Remove all "R" responses) |
| Scale E | | | (C) or (P+) or (P-) or (N) | (R) |

The results in terms of correct responses given, are summarized for Scales A and D. The fundamental difference between these two measures is found in the elimination of all "R" coded responses. Thus, Scale A measures the percentage correct for all responses whereas Scale D measures only those questions that libraries attempted to answer. Surprisingly, Childers' results were quite similar to Crowley's earlier study.

Scale A--54.7% correct answers out of 632 responses. However, when "refusals to answer" are discarded;

Scale D--63.8% correct answers out of 542 attempts.

influence the quality of reference service. However, there was a statistically significant difference in the information service provided when libraries were ranked according to total expenditures. The quality of reference service was also found to be related "to a combination of the number of professionals and the size of the collection."[20]

Childers also made some recommendations for future applications of unobtrusive evaluation techniques. To avoid detection, the sample should encompass a wide geographic area, or different test questions should be posed in each sample library. He also observed that posing a number of questions in a concentrated time span could lead small or medium-sized libraries to become suspicious. Therefore, he advocated utilizing proxy inquirers who live in the communities serviced by each sample library to circumvent the necessity of maintaining anonymity when placing long distance calls or when responding to a library's request for a phone number to return the proxy's call. Recognizing the limitations of this approach, he suggested the alternative of extending the time span of the experiment to allow for the application of one question per month.

In a 1972 survey of public libraries in Summit County, Ohio, reference services were evaluated according to the correctness of the responses and the general attitudes displayed by library respondents. The findings indicated that only thirty percent of the responses were correct, but the respondents were rated positively by an overwhelming margin.[21]



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Another Ohio experiment conducted in 1972 posed two factual questions to a number of academic and public libraries. All questions were asked via the telephone and used unobtrusive techniques. The study found that academic libraries correctly answered the questions one hundred percent of the time, whereas the public libraries had an eighty-six percent rate of correct responses. Based on a limited amount of data, no conclusions could be drawn by the researchers.[22]

An evaluation of the telephone reference services provided by the University of Minnesota libraries was designed to determine the accuracy of responses, the amount of question negotiation performed, and the attitude of the reference librarian. Sixty percent of the questions were answered correctly, and twenty-five percent were answered incorrectly--leaving fifteen percent for which no answer could be given. The attitude of the librarian was judged "pleasant" in ninety-five percent of the responses.[23]

In 1974-75, Peat, Marwick, Mitchell and Company conducted a three-part survey of twenty California public libraries. Libraries were evaluated on the basis of their responses to both simple and complex questions. The results were disappointing for several reasons. Staff attitudes and competency levels were found to be poor, and only fifteen percent of the libraries performed adequately in all three phases of the test. These poor performance levels were considered to directly affect patron utilization of the service.[24]

The first major evaluation of academic reference/


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information services was conducted in 1977-79 by Marcia Myers.[25] Using the Crowley and Childers studies as models, she employed proxies to ask fourteen fact-type questions via telephone in sixty academic libraries located in the south-eastern United States. She also developed a sixty question survey which was mailed to each sample library. (94.9% were completed and returned.) This questionnaire enabled her to compile data for seventy independent variables. Those independent variables were then analyzed and tested for their relationships to the response variable (obtained from the correct responses to the fourteen test questions). In terms of the percentage of correct responses received, Myers' findings were similar to most of the preceding unobtrusive tests. Only 50.4% of the responses were considered correct and call backs were required in fifty-five percent of all observations.

During this same time period, Childers conducted a massive analysis of reference performance in the Suffolk Cooperative Library System on Long Island, Suffolk County, New York.[26] Over a period of six months, fifty-seven libraries were asked twenty questions each. Proxies were hired to telephone or visit the libraries, appearing to be bona fide clients with real questions. Most of the queries were fact-type questions requiring simple, short answers.

A new dimension was added when Childers included three questions designed to extract information about negotiation skills. These questions, called "escalators," were composed of sub-questions which progressed in steps from broad to



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specific. Childers gives this example:

Step 1: Where can I find your books on poetry?

Step 2: I'm looking for something that describes different kinds of poetry.

Step 3: Could you give me a definition of concrete poetry?

Another innovation was the gathering of data about which non-library agencies proxies were referred to.

The results, stated briefly, follow. An actual answer was given only fifty-six percent of the time. When an answer was given, it was judged "correct" or "mostly correct" eighty-four percent of the time. When all queries were scored on a scale of correct, mostly correct, and wrong, the picture changed drastically. "About half the time the libraries delivered the correct answer to the query, and about half the time they did not."[27] For the three escalator questions posed, in sixty-seven percent of the cases the respondents made no effort to probe for sub-queries. Conversely, thirteen percent of the responses were partially negotiated, and twenty percent were negotiated to the final query.

The most recent unobtrusive study of reference service found by this author was conducted in 1980 by Jassim Jirjees. Five four-year colleges located in the northeastern United States were chosen for an extensive, in depth case study. From a group of several hundred actual reference questions, thirty-five questions were selected. Care was given to ensure a middle range of difficulty, and Van Hoesen's eleven question categories were utilized to provide



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for maximum variety. Data were collected on thirteen independent variables that were identified in previous research studies as affecting the quality of reference service. An analysis of this data was performed to prove or disprove the hypothesis that "there is a positive correlation between reference performance in academic libraries and each of the identified independent variables."[28]

Out of 175 observations, 160 responses were received. The remaining fifteen observations were referrals to another resource or outright refusals to answer. In keeping with the results of other unobtrusive research, correct responses were received 56.6% of the time. Thirty-six percent of the observations required the proxy to call back, and about five percent required two call backs. The average response time per observation was 7.2 minutes, and sources were given in only forty-four percent of the observations. Respondents' attitudes were rated positively 61.7% of the time and negatively 38.3% of the time. Sixty-five percent of the respondents were female, and thirty-five percent were male. The results of statistical tests indicated that there was no significant association between any of the thirteen variables and the library's performance score.

## Methodology

The basic approach for this experiment was to follow the unobtrusive research methods established by Crowley and Childers in an effort to determine a performance score for rural telephone reference services. No attempt was made



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to relate the library performance scores to any other statistical variables, such as expenditures or educational levels of the staff. Several other studies experimented in this vein, and as discussed earlier, none were able to conclusively state that a significant correlation existed.

Sample Libraries.

Twenty-one eligible libraries were selected from the Pennsylvania Public Libraries Directory--1983, which was the most recent edition available at the time. To satisfy the profile requirements, each library had to be a rural library geographically situated within a four-county area of central Pennsylvania. For reasons of confidentiality, the county names and locations of the sample libraries will not be revealed. This small geographic area was chosen with complete awareness of Childers' admonitions regarding the possibility of compromising the unobtrusive nature of the research by studying a too densely populated sample.[29] Extra care was taken, however, to avoid detection, so that the most expedient sample size could be studied.

There are several definitions of the word "rural," each one having its own unique implications for researchers in this area. Most dictionaries define "rural" as "pertaining to or relating to the country, country people, farming or agriculture." Obviously, a more specific measure is needed for research purposes. The U. S. Bureau of the Census maintains that the legal definition of rural includes only those communities with 2,500 or fewer residents. However, if



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there is a Standard Metropolitan Statistical Area (SMSA) within a county population, the entire county is considered by the Census Bureau to be urban.[30] Neither geographic isolation nor the typical agricultural ambience serves to adequately define the rural community. To strike a balance between conflicting definitions, the Center for the Study of Rural Librarianship (CSRL) in Clarion, Pennsylvania "uses a definition of 25,000 people and the criterion that a library must be an independent unit as opposed to a library in a branch system as a means of targeting [rural] libraries for study."[31] With one exception, the CSRL definition of rural was followed for this experiment. Branch libraries were not excluded from the sample. (Data can easily be compiled for a subset that does exclude these branch libraries.)

In addition to the twenty-one rural libraries, two "test libraries" with populations over 25,000 were chosen from the same geographic area. These "test libraries" were used to pretest the questions to eliminate overly difficult or tricky questions. The reader is also cautioned to keep in mind that the population statistics referred to herein are from the 1980 U. S. Census and bear no similarity to the populations served by these sample libraries. On the average, the rural library has a service area approximately three-and-one-half times its census population.[32] Two rural libraries were omitted from the sample, because they did not have an accessible telephone. This, of course, is an unfortunate (but all-too-real) factor to consider when attempting to observe rural reference services. The final number of



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libraries studied, then, included nineteen rural libraries and two non-rural "test" libraries.

Test Questions.

Particular attention was paid to the formulation of questions that struck a fair balance between simplicity and difficulty. It was not the purpose of this evaluation to "stump the librarian" but rather to pose queries that would be accepted as real questions being asked by bona fide patrons. According to a recent survey of telephone reference questions, ninety-one percent of the questions could be answered from the librarian's personal knowledge, from the card catalog, or from the ready reference collection.[33] Only nine percent of the calls required the use of the general reference or circulating collections. This corroborates the findings of other studies that suggest that telephone reference patrons are more likely to need answers to short answer or fact-type questions than to other, more in depth questions. Therefore, the questions chosen for this research all required short answers or factual information. Since only five questions were developed, it was not necessary to employ sophisticated techniques to ensure maximum variety. The queries were worded in the following manner:



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1. When did China explode its first nuclear device?

2. A friend recommended that I read a book about South Africa, but I can't remember the title. I think the author's name is Paton. Can you help me?

3. What is a nautical mile?

4. Is it against the law to burn the United States flag?

5. Can you tell me the address for the Wall Street Journal?

It was not necessary to hire proxies to make any of the telephone calls, because all observations were made by this author. A set of basic instructions were developed and followed, however, so consistency could be maintained throughout the experiment. The most important rule was to appear to be a bona fide patron with a legitimate question. A rationale for asking each question was included to help make the inquirer be more relaxed and natural when posing the queries. All of the questions were asked exactly as worded, with neutral comments and/or the rationale interjected whenever it felt natural to do so. When possible, the inquirer would wait on the line while the respondent searched for the answer. If the respondent offered to take the inquirer's name and telephone number to call her back when the correct answer was located, the inquirer indicated that it would be more convenient for her to call the library back. Several excuses were used, depending upon the time of day and other circumstances. For example, for calls made during normal business hours it was very natural to say, "I'm at work. Can I call

you later during my lunch hour?" At other times excuses such as, "I'm taking the children to (or from) school," or "I'm running to a meeting" were offered. It was imperative that these excuses be offered in a believable manner so as not to arouse suspicion. Since many of the calls were long distance, giving the librarian a phone number outside the community would have immediately compromised the hidden nature of the evaluation. When the respondent asked if the call were long distance, the inquirer would say that the problem was with a new type of wireless telephone she was calling from. Because many libraries have a policy against answering questions for quiz games, puzzles, or homework, these types of rationale were avoided.

A "Query Response Record" was developed specifically for this experiment and was completed for each observation. (See Appendix A) The date of the initial telephone query was indicated, along with the library code, the telephone number and the question to be asked. At some point during the first call to each library, the inquirer asked for the library's weekly hours. With this information, it was possible to vary the calling times, so no library was called at the same time of day for all five queries. Search time, in minutes, was recorded on the observation form. The beginning time was recorded after the question had been asked and the respondent had made a comment indicating that a search was being started, such as, "Ok, hold on a minute." The ending time was recorded as soon as the respondent returned with an answer or another question. Intermediate question



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negotiation was not included in the "time" category. If the respondent requested a "call back," the date and search time were recorded for each call.

Responses were recorded as exactly as possible. If the library staff member made a referral to a non-library source, the agency name was recorded on the form. If the library refused to answer, an indication was made and the inquirer recorded the reasons, if they were known. However, the inquirer never asked "Why?" if a library refused to answer. The sex of the respondent was recorded, if known. This determination was made about the respondent who provided the final answer or response. If the source of the answer was volunteered, the title was recorded as it was given. If the inquirer did not hear the full name, or if the respondent gave only part of the title, that partial information was recorded without further probing. Since most patrons would not ordinarily request a source clarification, it was felt that any probing by the inquirer would only have aroused unwanted suspicions. Finally, any additional comments regarding the respondent's attitude or any special circumstances were indicated at the bottom of the "Query Response Record."

## Results

Each of the five test questions will be discussed individually, followed by comments and tables illustrating the responses as a group. In Appendices C and D are displayed Childers' five "correctness scales" calculated for each question and for each library. Unless otherwise indicated,



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the accuracy scores presented below were calculated using Scale A. (See Appendix B) Table 2 shows the number of responses and the percentages of correct answers according to Scales A and D. The only difference between these two measurements is that for Scale D all of the refusals to answer (R) are eliminated. This makes the number of "attempts" to answer less than the number of total responses. Since the number of correct answers remains unchanged, Scale D often reflects a better performance rating.

Table 2

Correct Answers--By Question

| Question Number | Scale A Percent Correct | Scale A Number of Responses | Correct Answers | Scale D Number of Attempts | Scale D Percent Correct |
|---|---|---|---|---|---|
| 1 | 64.7% | 17 | 11 | 15 | 73.3% |
| 2 | 75.0% | 16 | 12 | 16 | 75.0% |
| 3 | 100.0% | 16 | 16 | 16 | 100.0% |
| 4 | 92.9% | 14 | 13 | 13 | 100.0% |
| 5 | 75.0% | 16 | 12 | 16 | 75.0% |
| Total | 81.0% | 79 | 64 | 76 | 84.2% |

The results discussed in this report, either by question or as a group, do not include the two test libraries. The reason for including a test group was to ascertain that all the questions could be understood and answered correctly. Where difficulties arose, modifications were made in the question or in its wording. This explains the very high performance ratings for the test libraries as shown in Appendix



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C. If these extraordinarily high scores had been included with the sample findings, a definite overestimate of rural reference performance would have resulted.

It was mentioned earlier that branch libraries were included in the sample set if they met the eligibility requirements of location and population. Four branches, all within the same library system, fell into this category. Since the purpose of this study was to measure rural libraries, it was decided that the distinction of being branch libraries within a larger system was outweighed by the common characteristics of their rural status. The branch library status did not present any forseeable difficulties until it was discovered that three of the four rural branches were geographically located within a very small area. The chances were very high that the library staff members in these three closely knit communities would at some time discuss the reference questions they were suddenly beginning to receive. Also, it was entirely possible that some of the library staff members were working at more than one of the rural branches. This would have led to immediate detection; something that could not be tolerated if the experiment was to reach a successful conclusion. Therefore, steps were taken to reduce the number of questions asked at these branches. Two observations were made at two of the branches, and one question was posed at each of the remaining two libraries--a total of six observations.



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Question 1: When did China explode its first nuclear device?

Answer: 1964.

Seventeen libraries were asked this question, and eleven of them gave the correct answer (64.7%). There were four incorrect answers and two refusals to answer. One library was "too busy," and the other one told the inquirer to "come into the library and maybe we could find it in Time or Newsweek." Of the four incorrect responses, three required call backs. Only two of the eleven correct responses did not require a call back. One library required two call backs. So, of the fifteen libraries called for an answer, twelve (80%) requested that the inquirer call back.

This question seemed to be the most troublesome one in the test. Although it was a very straightforward, fact-type query, most respondents reacted negatively when the query was initially posed. For seven of the eleven correct responses, the following comments illustrate their attitudes:

1. I'll need some time to check on this.
2. This may take me a while.
3. Can you call back? Give me at least an hour and a half.
4. I can't answer that! I'll have to look it up.
5. I'm working on something else right now.

Two others were nearly hostile. Their question negotiations



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were more like interrogations. Both asked if the information was needed for an assignment. When the inquirer replied that she was not a student, both respondents asked why she needed it. They also tried to get the inquirer to provide more information, such as what type of nuclear device or approximate date, decade or year. Of these two libraries, one responded correctly and the other did not. The library that responded incorrectly was more interested in finding out the inquirer's name and where she lived than in searching for an answer. When it became evident that a name, address, and phone number would not be forthcoming, the respondent replied that "only the U. S. and Russia have the bomb. China has not exploded one yet!" In contrast, when the other library was called back, the same respondent who had conducted the earlier interrogation was very pleasant and helpful. In fact, this observation yielded the most complete, informative response for Question 1. This respondent also indicated that the question appeared at first to be much harder than it really was. This comment led the author to conclude that the negative attitudes and the large number of call backs were probably caused by the respondents' initial fears of not knowing where to look for an answer. Unfortunately, this panic displayed itself in a negative manner that would have been discouraging and unpleasant to a real patron.

The correct answer to this question can be found in the 1985 World Almanac, or in older editions, in the entry for "China." The source was only volunteered in six of the

fifteen attempts to find the answer. Two consulted an almanac, two used an encyclopedia, and one went to the general reference collection to find the answer in the 1985 Countries of the World book. The fourth search was a multi-step process. The respondent first checked an almanac but could not find anything; then she used the card catalog to find books about China in the general collection. Her correct answer was located in a book by Seymour Topping called Journey between Two Chinas.

The minimum acceptable answer had to include the year 1964. Nine of the eleven correct answers (81.8%) provided more than just the year. Five of these also included the month (October 1964) or the exact date (October 15, 1964) or the place (Lop Nor). The other four provided two answers:

a. 1964--detonated first atomic bomb,

b. 1967--detonated first hydrogen bomb.

This question was added to the test because it closely paralleled a question included in Marcia Myers' study of academic libraries. Question 8 in the Myers study reads, "When did China orbit its first satellite?"[34] The answer to this question is also found in the World Almanac, in the same paragraph as Question 1 of this report. Since both questions are similar and since both answers are found in the same paragraph, perhaps a comparison can be made between the academic library responses and the rural library responses. In the academic study, forty libraries were



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polled, and thirty-two (87.5%) responded correctly. Thirty of the thirty-five correct responses required call backs (85.7%). In comparison, rural libraries correctly answered eleven out of seventeen observations (67.5%) and required call backs in 80% of the cases. It should also be noted that the rural libraries performed their worst on Question 1 in the five question test. (See Table 2) In any case, one question cannot provide conclusive evidence for determining the superiority of one or the other type of library. This comparison was merely presented for informative purposes.

Question 2: A friend recommended that I read a book about South Africa, but I can't remember the title. I think the author's name is Paton. Can you help me?

Answer: Cry the Beloved Country by Alan Paton.

This question did not appear to be tricky until it was asked in the two test libraries. At first, it was decided not to offer the spelling of the author's last name, even if it was requested. However, when this was done in the first test library, the respondent could not find the answer using Books in Print or the card catalog. Of course, the correct spelling was never checked. Only "Patton" was checked, as in General George Patton. When Books in Print is checked, using the correct spelling, one can readily find several



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entries for Alan Paton, including the one desired. As a result of this pre-test, the inquirer provided the spelling of the author's last name, but only when it was requested. Not volunteering the spelling of the name was done in order to observe the respondent's basic question negotiation skills.

Of the sixteen queries, twelve libraries provided the correct answer (75%) and four (25%) provided nothing. Of the four negative responses, two requested the spelling of the author's last name, and two did not. Three of the negative responses checked only the card catalog, and none of them offered to search elsewhere. It appears that these three respondents made the fatal assumption that the inquirer wanted to borrow the book and that she was, therefore, asking a holdings question. The fourth respondent understood the intent of the question and started her search with Books in Print. Unfortunately, she did not probe for the spelling of the name, so she was unsuccessful. She also went to the subject card catalog and looked under "South Africa," which would have yielded the correct answer if the book had been owned and if the subject entries had been included for fiction.

Of the twelve correct responses, six needed to check on the spelling of the author's last name. Three of the respondents answered immediately based on their personal knowledge. In addition, six other respondents volunteered their sources (75%). Four of them checked the card catalog, and one successfully searched Books in Print. The remaining correct response resulted from a "creative" search process,



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often practiced out of necessity in the rural library. After requesting the spelling, the library staff member checked the card catalog and found a title by Alan Paton called Ah, But Your Land Is Beautiful. She pulled the book from the shelf and brought it back to the phone to ask if it were the title in question. When the inquirer responded negatively, she took a further step in the search process by consulting the book in hand for other works by the same author. This step resulted in a correct answer.

There were no refusals to answer and no referrals to other sources or agencies. Several libraries offered to get the book on interlibrary loan if it were not owned. All of the respondents were pleasant and helpful. None of them seemed to be overwhelmed by the inquirer's lack of information.

Question 3: What is a nautical mile?

Answer: Any of these--1.852 kilometers or 6076 or 6076.1 feet for the International nautical mile. Also accepted--6080 or 6080.2 feet for the U. S. nautical mile.

This question corresponds closely with a question asked by Childers in his first study of public library reference performance, "How much does an assay ton weigh?"[35] Both are equivalency questions that require numerical answers.



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In Childers' study, twenty-five libraries were queried and twenty-three responded correctly (92%). On the nautical mile query, sixteen rural libraries were questioned and all of them responded with a correct answer (100%). In this instance, general public and rural libraries performed equally well.

Of the sixteen observations, eleven were answered correctly on the first telephone call, and four required one call back (25%). Nine respondents volunteered their sources (56.2%). One respondent used the Information Please Almanac, four people consulted dictionaries, three people used encyclopedias, and one respondent searched the general reference collection to find the answer in a book entitled For Good Measure, an international book of standards and measurements.

Very little interviewing was performed for this question. Only five (31%) of the respondents asked whether a definition or an equivalent was desired. Without asking one way or the other, seven (43.8%) provided a definition plus the numerical equivalent; the remaining four (25.2%) gave only the numerical equivalent and did not offer additional information.

Even though one hundred percent of the responses were correct and only twenty-five percent required call backs, the inquirer felt that this question was approached by the respondents with some trepidation (although not to the same degree as Question 1). One respondent asked to be called back, because she would need at least an hour to find the answer. Another respondent panicked when she couldn't find

anything in the encyclopedia and asked the inquirer if she had an encyclopedia of her own to look it up in. When the inquirer called back thirty minutes later (long enough for the respondent to calm down), the answer had been located in the same encyclopedia under knots instead of nautical mile. Despite the trepidation, all the respondents were very pleasant and helpful.

> Question 4: Is it against the law to burn the United States flag?
>
> Answer: Quoted from the 1985 World Almanac, pages 455-56: "A 1968 federal law provided penalties of up to a year's imprisonment or a $1,000 fine or both for publicly burning or otherwise desecrating any flag of the U. S. ... The flag when it is in (poor, worn) condition that it is no longer a fitting emblem for display should be destroyed in a dignified way, preferably by burning in private."

This is an example of a short answer, ready-reference question. Fourteen libraries were called, and thirteen responded with a correct answer (92.9%). One library did not attempt to answer but instead made a referral to the

local "post office or a federal agency." To be scored as correct, a response simply had to indicate that it is permissible to burn the flag. Twelve of the thirteen respondents also qualified their answers by adding one or more conditions, such as "when the flag is worn or being disposed of," "burn it privately," or "do not throw it in the trash." Only one respondent answered, "No, it's not." This answer left the inquirer in a confused state, but when it was sorted out the response was coded P+(b) according to Childers' scale (Appendix B) and counted as a correct response. Six libraries (42.9%) required one or more call backs; one of these required two call backs.

Seven libraries (50%) consulted a printed source, but only six volunteered the name of the source. Two respondents read a passage directly from the World Almanac, but only one of them included the part describing the 1968 federal law. Two others consulted an encyclopedia. One respondent quoted from a 1975 Veteran's Administration publication, and yet another read passages from the Marines Book and the Boy Scout Handbook.

What is disturbing about the responses to this question is the number of answers that were given without checking any source. For most of the other questions, it was necessary to consult some source to get any answer, correct or not. Although the name of the source was not always volunteered, most often one was searched. Therefore, for the other four questions, the "source given" data served as a measurement of how often the source was volunteered by the respondent.



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For this question, "source" data is a measure of how often a source was consulted. Of the thirteen correct responses, six respondents (46.1%) provided information from their personal knowledge without clarification from another source. It is interesting to note that all six of these responses were presented in such a way that the inquirer was uncertain whether she had received a correct answer or not. (All were coded P+(b) on Childers' scale in Appendix B.)

Some of the unsubstantiated answers were very entertaining, however. One respondent clarified her response by saying her husband was retired from the military and burning was how he disposed of the flag. Another respondent called a neighboring rural library (which was also part of this experiment, but had not yet been contacted) to obtain an answer. When the inquirer called back, the respondent indicated that she had contacted another library "and there happened to be a man there who had studied the problem and he said burning is the only way to dispose of the flag. You can't use it for a rag or throw it in the garbage, or....He sounded very authoritative, but I don't know his credentials." A respondent from one of the test libraries read a passage from the World Book Encyclopedia and then added, "If you're really in doubt, call the VFW or American Legion and ask them to take it and destroy it for you. That's what I did. When in doubt, pass the buck!"

Question 5: Can you tell me the address for the Wall Street Journal?

Answer: There are two acceptable answers: the corporate headquarters at 22 Cortlandt Street, New York, NY 10007, or the subscription address at 200 Burnett Road, Chicoppee, MA 01021.

The rationale for this question was that the inquirer wanted to purchase a subscription to the Wall Street Journal; therefore, the Chicoppee, Massachusetts address was preferred. However, New York was also considered correct, because the would-be patron could request a subscription at that address, too.

From sixteen queries, twelve answers (75%) were scored as correct. Of the four incorrect responses, two libraries could not supply an answer, one gave an incorrect address, and one suggested a information number to call for toll-free directory assistance. Two respondents (12.5%) volunteered the source of their answers. Only three libraries (18.8%) requested call backs; one of these required two call backs. For all of the observations, the respondents were very helpful and eager to please.

Table 3 shows the breakdown by group for several of the performance measures discussed in the question-by-question analysis. When comparisons are made between the test libraries



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and the rural library sample, the rural libraries are found to be evenly matched with the larger libraries. It is also interesting to note that the overall correctness score of 81% (Table 4) was an exceptionally excellent performance rating.

Table 3

Group Performance Measures

| | Rural Sample | | Test Libraries | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Observations | 79 | 100.0% | 9 | 100.0% |
| Source Given | 32 | 40.5% | 4 | 44.4% |
| Answer--First Call | | | | |
| Response Time | | | | |
| 0-2 Minutes | 24 | 30.4% | 4 | 44.4% |
| 3-4 Minutes | 16 | 20.3% | 2 | 22.1% |
| 5-7 Minutes | 8 | 10.1% | 1 | 11.1% |
| Total | 48 | 60.8% | 7 | 77.8% |
| Call Back | 22 | 27.8% | 2 | 22.2% |
| 2nd Call Back | 3 | 3.8% | 0 | 0.0% |
| Referral | 4 | 5.1% | 0 | 0.0% |
| Refusal | 2 | 2.5% | 0 | 0.0% |
| Sex of Respondents | | | | |
| Female | 75 | 94.9% | 8 | 88.9% |
| Male | 4 | 5.1% | 1 | 11.1% |

The top portion of Table 4 displays the responses and percentages of correct answers broken down by population. All three of the population ranges scored well above average, with the middle range libraries (2,501-10,000) performing slightly better than libraries in the smaller and larger



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rural communities. Interestingly, when branch libraries were excluded from the rural sample, the overall percentage of correct answers rose by 1.2 percent. Although the sample size may not be statistically valid, it is tempting to conclude that branch libraries, even with the benefits provided by their larger system affiliations, do not perform better than their independent counterparts.

Table 4

Correct Answers--By Population
(Using Childers' Scale A)

| Population Range | Number of Libraries | Number of Responses | Correct Answers | Percent Correct |
|---|---|---|---|---|
| 0 - 2,500 | 7 | 27 | 19 | 70.4% |
| 2,501 - 10,000 | 10 | 42 | 38 | 90.5% |
| 10,001 - 25,000 | 2 | 10 | 7 | 70.0% |
| Total | 19 | 79 | 64 | 81.0% |
| Excluding Branch Libraries | | | | |
| 0 - 2,500 | 4 | 23 | 17 | 73.9% |
| 2,501 - 10,000 | 9 | 40 | 36 | 90.0% |
| 10,000 - 25,000 | 2 | 10 | 7 | 70.0% |
| Total | 15 | 73 | 60 | 82.2% |

## Conclusion

Throughout the construction of this study and the subsequent reporting, several questions and inconsistencies of philosophy have been plaguing this author. The first of these is the question of test complexity and its relationship to the percentage of correct answers given. It is not difficult to perceive that as the test questions get harder, the number



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of correct answers decreases. There is a direct relationship between the two.

In his study of academic libraries, Jirjees found his results, 56.6% correct answers, to be consistent with the findings of other unobtrusive research studies. In other words, the libraries that had been evaluated to that date were able to answer correctly slightly more than half of the questions posed. The dilemma, as this author perceives it, arises when Jirjees goes on to conclude, "Additionally, these results provide evidence for the validity of the findings of the performance test in this study."[36] In effect, he is stating that his results are valid because they are consistent with the previous studies. This mode of thinking makes the assumption that library performance is a static condition that will never improve or worsen. What he ends up measuring, then, is not library performance, but the level of complexity of the test questions. Therefore, the results become as much a reflection of the difficulty of the questions as they are a reflection of the quality of reference performance.

This leads to another problem. As long as the test questions themselves differ from one study to the next, changes in reference performance cannot be reliably measured. To measure any real changes, a universally accepted set of test questions must be adopted. But then, can we or should we expect a small public library to be able to answer the same questions as a medium-sized or large public library? Should academic libraries be expected to compete with special and research



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libraries? What is a realistic expectation for each of these libraries? In this study, rural libraries answered eighty-one percent of the questions correctly. That result is exceedingly better than the findings of other unobtrusive studies. In light of the inquiries just posed, does this apparently high performance score reflect a true improvement? Or, were the test questions too easy? In either case, how can we be sure?

If we acknowledge that not all libraries can be expected to answer every question that is posed to them, then the important variable for measuring reference service shifts from the percentage of correct answers to other factors--the attitude of the respondent, telephone etiquette and politeness, quality of referrals, and reasons for refusal to answer. This experiment, like its predecessors, barely touched on these factors.

It is clear that librarians need to address the question, "What business am I in?"[37] Perhaps doing so would lend a new direction and purpose to the field of reference evaluation.

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Appendix A

## QUERY RESPONSE RECORD

QUESTION NO.: _____

QUESTION:

RESPONSE:

SOURCE (IF GIVEN):

LIBRARY: _____

LIB. CODE: _____

PHONE NO.: _____

DATE: _____

TIME - BEGIN:
END:
TOTAL MIN.:

CALL BACK (IF REQUIRED)
DATE:
TIME - BEGIN:
END:
TOTAL MIN.:

REFERRAL MADE: Y / N
WHERE:

REFUSAL TO ANSWER: Y / N
WHY (IF KNOWN):

SEX OF RESPONDENT: MALE___
FEMALE__
UNKWN___

COMMENTS: (RECORD ANY OBSERVATIONS THAT ARE PERTINENT OR UNUSUAL SUCH AS POOR PHONE CONNECTIONS, ATTITUDE OF RESPONDENT, SPECIAL CIRCUMSTANCES, ETC.)

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**Appendix B**

Childers' Scales of Correctness

C = The final answer is wholly correct.

P+= (a) The correct answer is included in the response but incorrect information directly related follows or immediately precedes the answer...

(b) The correct answer is given, but is presented in such a way that an inquirer would likely be uncertain that he had gotten the correct answer...

P-= The correct answer is not given, but the response does indicate a substantive step toward the correct answer; that is, part of the correct answer is given...

N = (a) The answer given is wholly incorrect, or

(b) No answer given, but there was some consultation with printed sources or other persons on the part of the respondent...

R = There was no attempt to answer the question correctly. That is, the respondent, without leaving the phone to consult a printed source or another person, indicated that he would not be able to answer the question.

Point Values

| | 3 | 2 | 1 | 0 |
|---|---|---|---|---|
| Scale A | | | (C) or (P+) | (P-) or (N) or (R) |
| Scale B | (C) | (P+) | (P-) | (N) or (R) |
| Scale C | | (C) | (P+) or (P-) | (N) or (R) |
| Scale D | | | (C) or (P+) | (P-) or (N) (Remove all "R" responses) |
| Scale E | | | (C) or (P+) or (P-) or (N) | (R) |



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Appendix C

PERCENTAGE OF CORRECT ANSWERS--BY LIBRARY

(Using Childers' Five Correctness Scales)

| Library | Number of Observations | Scales A | B | C | D | E |
|---|---|---|---|---|---|---|
| A | 5 | 80% | 80% | 80% | 80% | 100% |
| B | 5 | 100% | 87% | 80% | 100% | 100% |
| C | 5 | 80% | 80% | 80% | 80% | 100% |
| D | 5 | 80% | 87% | 90% | 80% | 100% |
| E | 5 | 100% | 100% | 100% | 100% | 100% |
| F | 5 | 60% | 60% | 60% | 100% | 60% |
| G | 5 | 80% | 80% | 80% | 80% | 100% |
| H | 5 | 80% | 80% | 80% | 80% | 100% |
| I | 5 | 100% | 100% | 100% | 100% | 100% |
| J | 5 | 80% | 93% | 90% | 80% | 100% |
| K | 5 | 60% | 53% | 50% | 75% | 80% |
| L | 4 | 75% | 75% | 75% | 75% | 100% |
| M | 5 | 80% | 80% | 80% | 80% | 100% |
| N | 4 | 75% | 75% | 75% | 75% | 100% |
| O | 5 | 80% | 73% | 70% | 80% | 100% |
| Test Libraries | | | | | | |
| R | 4 | 100% | 92% | 88% | 100% | 100% |
| S | 5 | 100% | 93% | 90% | 100% | 100% |
| Branch Libraries (Combined) | | | | | | |
| W,X,Y,Z | 6 | 67% | 67% | 67% | 67% | 100% |

Appendix D

PERCENTAGE OF CORRECT ANSWERS--BY QUESTION

(Using Childers' Five Correctness Scales)

| Question Number | Number of Observations | Scales A | B | C | D | E |
|---|---|---|---|---|---|---|
| 1 | 17 | 64.7% | 66.7% | 67.6% | 73.3% | 88.2% |
| 2 | 16 | 75.0% | 75.0% | 75.0% | 75.0% | 100.0% |
| 3 | 16 | 100.0% | 97.9% | 96.9% | 100.0% | 100.0% |
| 4 | 14 | 92.9% | 78.6% | 71.4% | 100.0% | 92.8% |
| 5 | 16 | 75.0% | 79.1% | 81.2% | 75.0% | 100.0% |
| Total | 79 | 81.0% | 79.3% | 78.5% | 84.2% | 96.2% |
| Total With Test Libraries | 88 | 83.0% | 80.7% | 79.5% | 85.9% | 96.6% |

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College of Library Science
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# rural libraries

a forum
for
rural library
service

CENTER FOR THE STUDY
OF RURAL LIBRARIANSHIP

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RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts should be addressed to Ms. Rebekah Sheller, Editor; correspondence relating to subscriptions should be directed to Subscription Manager.

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Subscription rates are $3.00 per issue; please make checks payable to Clarion University Foundation.

Center for the Study of Rural Librarianship

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# RURAL MEDICAL LIBRARIES

Mary Ann Durante
Librarian

## INTRODUCTION

The task of correctly defining the term "rural" has been attempted by several authors. A resident living in an area with a population of three or four thousand people might think of the area as extremely rural. His opinion might change, however, after reading in the local newspaper of the existence of a one room school house in McLeod, North Dakota, which only has a population of fifty people. (1) Thus, unless "rural" is defined, each individual formulates his own idea of rurality. Perhaps, Donald M. Crider has best defined "rural" in his article, "Culture and Values of Rural Communities." He explains:

> "The modifier, "rural," is used to designate characteristics of physical areas as well as attributes of people. In using the word we refer to combinations of different substantive aspects: ecological, occupational, and sociocultural. In the first instance, the reference is to areas with low population density, settlements of small absolute size, and communities of persons who are relatively isolated from other segments of society. Occupationally, rural refers to involvement in extractive type industries." (2)

With these considerations in mind, and for the purpose of this paper, a population figure of 25,000 or less (as used by The Center for the Study of Rural Librarianship, Clarion, Pa.) was used as a guideline figure for determining rurality. (3)

The Encyclopedia of Librarianship lists several types of medical libraries. They are as follows: 1) Medical corporation



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and society libraries; 2) University and medical school libraries; 3) Research libraries; 4) Hospital libraries; 5) Government libraries (Ministry of Health); and 6) Industrial medical libraries. (4)

This paper deals with hospital libraries, and it was written in order to discuss the needs of rural medical libraries by analyzing a library survey conducted in twenty rural hospitals in Northwestern Pennsylvania.

Terry Weech in the article, "Public Library Standards and Rural Library Service," writes that it is evident from the examination of national standards that there is little attention given to rural library services or the rural library." (5)

There is another type of rural library that has been long forgotten--the rural medical library.

"Pennsylvania . . . is the state supporting the largest rural population in the United States--3,363,499 people of the total 1970 U.S. rural population of 11,793,090. (Of this total population, it appears that) . . . 1,359,730 rural residents are 'without' library service." (6)

After receiving answers to a questionnaire which was sent to twenty rural hospitals in Northwestern Pennsylvania, it is also apparent that rural medical libraries lack library service.

The Joint Commission on Accreditation of Hospitals has recommended the following:

"Whenever feasible, all professional library resources within the hospital shall be under the direction of a qualified medical librarian. A qualified medical librarian is an individual who holds a graduate degree in library science from a

school accredited by the American Library Association, and who is certified by the Medical Library Association, or an individual who has documented equivalent training and/or experience." (7)

The results of the previously mentioned survey of twenty rural hospitals in Northwestern Pennsylvania indicate, however, that regardless of these standards, only seven full-time librarians are employed in hospitals in twelve counties in North and Northwestern Pennsylvania.

"To help small hospital libraries in remote, rural areas develop their libraries and services, the role of extension or circuit-rider librarian was conceived." (8)

Coincidentally, the first rural library services were those of traveling libraries much like the circuit rider library program, which operates in a similar fashion. (9) "The concept of the circuit rider librarian was first introduced by the Cleveland Health Sciences Library in 1973. The circuit rider program essentially provides hospitals with a 'librarian on the spot.' The librarian travels each week, making regular rounds in each hospital visiting nursing stations, the laboratory, the pharmacy, and other departments." (10)

In 1976, the Robert Packer Hospital Library, located in Sayre, Pennsylvania, began the circuit librarian program. "Robert Packer Hospital serves a forty-county rural and semi-rural area in Pennsylvania and New York. The librarians travel about 600 miles in Pennsylvania and 550 miles in New York each week. Six hospitals in Pennsylvania use the circuit services." (11)



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As the history of rural library services indicates, the first rural services were not free--similarly, there is a fee charged by the circuit librarian. "Costs for services (at Robert Packer) are based on a per bed fee which is calculated each year from the budget . . . " (12) The budget for a circuit program is based on:

---Librarian's salary and fringe benefits;
---Clerical staff's salary and fringe benefits;
---Supervisor's time--10% to 30% salary;
---Travel--miles per week multiplied by the going rate per mile or leased car;
---Conferences and continuing education;
---Supplies such as paper, pencils, and pens;
---Photocopy costs--number of sheets multiplied by the cost per copy;
---MEDLINE costs;
---Telephone;
---Postage;
---Proportion of books and journals; and
---Miscellaneous (approximately 10% or less of total). (13)

E. Jean Antes in the article, "The Rural Area Hospital Can Afford a Librarian," explains that "nursing personnel have utilized the circuit library service (at Robert Packer) more frequently than medical or other requesters. This finding supports the concept that libraries should be available to all hospital and health-related personnel rather than medical staff only. (14) She further mentions that the circuit rider program, which began as a "reference service has developed into almost complete library service. Books are cataloged, journals checked in, and acquisitions recommended." (15) With the belief that the hospital's resources should be extended to serve smaller, surrounding communities and aid in the overall program of health information distribution, the circuit librarian program continues

to supply and keep personnel in touch with the best health-related information available. (16)

Most of the smaller hospitals feel they do not need library services because they are not teaching hospitals. Yet, as Sylvia Feuer explains in the article, "The Circuit Rider Librarian," to "give good patient care, the staff, irrespective of the size of the institution or job teaching commitments, must keep abreast of all new health care developments, including changes in legislation.. She also points out the following:

> "The physician working in a large urban hospital has many more resources available to him than does a doctor practicing in a rural community. However, they both are treating patients who may have the same illness and require similar care. If the illness is uncommon, the question then arises as to what would be the best way to make available the necessary information for correct diagnosis and treatment. One resource could be the knowledgeable librarian, who, with proper indexes and interlibrary loan capabilities, can furnish the necessary support even though the library collection of the hospital involved may not be adequate." (17)

Inability to hire a full-time professional librarian is only one major deficiency facing rural medical hospitals today. There are several others. Clifford Lange in "Rural Public Library Trustee," has cited lack of staff, insufficient support and equipment, as obstacles to a rural public library's ability to offer adequate services. (18) Rural medical libraries also face these same problems. Another dilemma facing medical libraries "is the concern over accreditation and continuing education for physicians and other health care personnel, which has resulted in the development of certification programs for each specialty." (19) Agnes Roach notes in "The Health Science



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Librarian," that "this (development) requires continuing education programs and puts a demand on health science libraries for more materials as well as new formats such as audiovisuals. It also increases the need for library services in rural areas." (20) Hence, administrators should view the circuit rider program as a possible solution to their problem. It appears, however, that this program has not yet spread to North and Northwestern Pennsylvania, as the results of the survey (included in this paper) indicate only two medical libraries (without a full-time or part-time librarian), out of twenty, use the circuit rider program.

There are also two other services important to medical libraries. They are the clinical librarian services, and the LATCH service.

"In the mid-1960's, the health care team emerged as a new concept in the practice of medicine. By 1971, librarians had joined the health care team. Clinical librarians as members of this group attend educational conferences, grand rounds, patient rounds, etc. They also spend time instructing team members in the use of library facilities and tools." (21)

The LATCH program, which stands for "Literature Attached to Charts," is a beneficial service. "Physicians order searches very much as they would any test or treatment for the patient. The result is a few articles relevant to the patient's problem attached to his or her chart." (22)

"In both the field of medicine and information science,



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technology is playing an increasingly larger role." (23) That is why today, the major question: "How many volumes do you have in your library?" has changed to--"How many microcomputers do you have in your library?" (24)

Medical libraries have progressed readily since the establishment of the first medical library at the Pennsylvania Hospital in 1762. (25) For example, in today's large medical libraries, "microcomputers, databases, laser disks, computer terminals, multimedia and, of course, information in the form of books and journals . . . " are constantly being used to acquire information and knowledge. (26)

Computers have three main functions in hospital libraries today. They are as follows:

1. Use for library administrative and housekeeping functions.

2. Use for automated bibliographic retrieval.

3. Use for the retrieval of information, with retrieval of such forms of full-text journals as the Annuals of Internal Medicine, The British Medical Journal, The Lancet, The New England Journal of Medicine, or Sabiston's Davis-Christopher Textbook of Surgery, which are online full-text. (27)

Although it has been said that a medical book is out-dated before it is published, books are still important sources of information in medical libraries. "It is not the purpose of a medical book to transmit the landmark discovery in this morning's newspaper, however, it is a tremendous time saver because it correlates information from primary sources and presents the



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subject with often both past and present advances. By reading and comparing two or three books on the same topic, one finds different outlooks, interpretations, and viewpoints." (28) Thus, books are still important tools in today's medical libraries , but medical librarians are also important; however, all medical libraries today do not have librarians. Some small hospitals in rural areas do not have libraries. In other instances, however, the medical librarian functions as part of the health care team. "The health science librarian must deal with people, both library staff and other institutional members. Today's health science librarians must be adaptable--ready and willing to accept innovations and to implement them." (29)

The work of various directors of the Medical Library Association from 1971-1979 has resulted in new procedures to certify medical librarians. "Over the four year period 1975-78, the efforts of several committees were coordinated in developing a new certification examination. This exam was given twice in 1978 and from 1979 on will be administered once each year. Although most health science librarians (are) already certified under the previous MLA code, all are faced with recertification." (30)

"In addition to certification for librarians, hospital libraries are also included in the accreditation program for each hospital. The Joint Commission for Accreditation of Hospitals (JCAH) develops and publishes standards for use by the site visit teams in evaluating each institution." (31)

Standard II listed in the Accreditation Manual for Hospitals reads:

"The provision of professional library services shall be guided by written policies and procedures. Written policies and procedures for professional library services shall be current, and shall relate to at least the following:

---The mechanisms for selection and acquisition of library materials;

---Donations to the library;

---Cataloging and classification of library resources;

---The level of reference and bibliographic services to be provided;

---The regulation of access to, and circulation of, library resources materials, including the mechanisms through which individuals authorized to use the library can participate in all library services provided; the provision of essential library materials when the library is closed or not staffed; and the period that a book, journal, or audiovisual material/equipment may be retained on loan;

---The mechanism for informing the medical and hospital staffs of new acquisitions and services, and their availability;

---The length of time that library materials shall be retained, and the disposition or storage of outdated or unusable books and periodicals;

---The binding of journals, as required;

---Any required records or reports; and

---The functions of the professional library committee, when one exists.

When a qualified medical librarian serves the hospital on a full-time or part-time basis, this individual shall be a member of the (library) committee, with a defined role in committee functions. The committee shall meet as often as required, but

not less than twice annually, to review the library policies and procedures; to evaluate the effectiveness of the library in meeting the informational and educational needs of its users; and to establish priorities in the selection of new texts, the selection or renewal of journals, and the acquisition of other library materials." (32)

To help librarians in the selection of new texts and journals, Alfred Brandon and Dorothy Hill have written an excellent article called, "Selected List of Books and Journals for the Small Medical Library," which offers an up-to-date bibliography of 583 books and 138 journals appropriate for small to medium-sized medical libraries. (33) For librarians needing assistance in collection development and collection management, the authors suggest the following sources:

Bradley, J, Holst R., Messerle, J. eds. Hospital Library Management. Chicago: Medical Library Association, 1983.

Darling, L. The Handbook of Medical Library Practice. Vol. 2. Technical Services in Health Science Libraries. Chicago: Medical Library Association, 1983.

Wender, R.W. ed. Organizing and Administering the Small Hospital Library. 2nd ed. Dallas: Talon Regional Medical Library Program, 1983.

The following were recommended for developing hospital library collections:

Lewis, C.S. Jr. A Library for Internists V: recommended by the American College of Physicians. Ann Intern Med 1985 March; 102; 423-37.

Wender, R.W. et. al. Primary Care Physicians Book List Postgrad Med 1982, Feb: 71:74-83.

Medical Books 1985 can be obtained free from medical book vendors.

A good reference source recommended was the following book

compiled by J. Kesti and E. Graham:

> Kesti, J. and E. Graham. Reference Materials and Services for a Small Hospital Library. 5th rev. ed. Los Angeles: Pacific Southwest Regional Medical Library, Biomedical Library, University of California, Los Angeles, 1984.

The authors also recommended Index Medicus and Cumulated Index Medicus instead of The Abridged Index Medicus. (34)

The main bibliographic on-line search system of the National Library of Medicine is MEDLINE. "Medline is a computerized on-line system with more than 600,000 journal articles and selected monographs." (35)

The National Library of Medicine is the true national library of medical sciences. Agnes Roach notes its importance in the article, "The Health Science Librarian," as she writes:

> "The activities of the National Library of Medicine have had great effects on medical libraries and have shaped many services offered to health care professionals. All health science libraries in a given area are coordinated by a regional medical library funded by the National Library of Medicine.
>
> One area in which NLM has been a major force is that of technology development. There are now fifteen separate data bases available on-line for information retrieval. These include Medline, four toxicology databases, two cancer data bases, Catline (Catalog on-line), Serline (Serials on-line), Avline (Audiovisual on-line), Histline (History of medicine on-line), Bioethicsline, and Epilepsyline." (36)

Most physicians belong to the American Medical Association. "The American Medical Association is a national federation of 55 state and territorial medical groups. It was founded in 1847 and is today the largest medical organization in the world, with 224,000 members (1979)." (37)

"In addition to the American Medical Association . . . there are a few societies which most physicians belong to, there are

quite a few medical societies, membership in which is achieved on the basis of merit. These included The American College of Physicians, American College of Surgeons, etc., which are nationwide. There are also regional societies such as Central Surgical Association, Southern Surgical Association, etc., membership in which is on a basis of academic achievement and publications. At the top of the surgical hierarchy is the American Surgical Society whose membership is largely comprised of full professors of surgery around the country." (38)

## RESPONSES TO QUESTIONNAIRE

Cheryl Harris in, "Hospital-based Patient Education Program and the Role of the Hospital Librarian," states that "the hospital library exists to provide information in support of the hospital's major functions, which are patient care, education, and research." (39)

The purpose of the following survey was to determine how many rural medical libraries exist in North and Northwestern Pennsylvania; to ascertain how many full-time or part-time librarians are employed by these hospitals; and, to discover if any libraries in this particular area are currently using the circuit rider librarian, or other extension services in order to support the major functions of the hospital (as mentioned above).

The questionnaire (see appendix) was sent to twenty rural hospitals in North and Northwestern Pennsylvania. A directory of those libraries involved in the survey can be found on page 14-16 of this paper.

In order to obtain immediate responses, the number of questions asked was kept at a minimum of ten, and a self-addressed stamped envelope was included with each survey. Eighteen

hospitals replied.

The first two questions were factual questions dealing with name of hospital, population of area; question three dealt with the number of doctors and nurses in each hospital; question four dealt with hospital size.

The results of the other questions were as follows:

QUESTION 5: a. Does your hospital employ a full- or part-time medical librarian?

yes, 9; no,9;

b. If you answered "yes" to the above question, please answer: _____full-time, _____ part-time.

full-time, 7; part-time, 2.

QUESTION 6: If there is not a full-or part-time librarian available, how do you provide library service for your staff?

Through the Medical Records Department, 2; through administration, 1; Library Committee provides services, 1; library charge person appointed to provide library services based in library, but assumes other responsibilities in addition to providing library service, 1; none,1; medical library is updated at the request of the physicians on staff,1; we have a consulting librarian under contract for four visits (on site) per year,1; we have an MSLS working in Pastoral Care who helps, and we use an aide (full-time) in the library, 1.

QUESTION 7: Is your hospital involved in any extension services, such as "the circuit rider librarian program"?

yes,3; no,15 (figure includes those with full or part-time librarians)

QUESTION 8: What database system are you currently using?

none,9; MEDLINE,2; NLM,1;



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MEDLARS,2; DIALOG,2; BRS,2;

Two libraries currently using MEDLARS are changing to BRS.

QUESTION 9: Are there microcomputers in your library? How many? What are they used for?

none,15; one,3 (figure includes one being ordered at the Clarion Osteopathic Community Hospital)

QUESTION 10: Do you work with a limited budget? Approximate budget figure_____

no response,7; yes,11;

The results of the survey indicate that rural hospitals in North and Northwestern Pennsylvania are in need of medical libraries and librarians. Fifty percent of the eighteen rural hospitals responding to the questionnaire indicated having either a full-time or part-time librarian. Two libraries reported access to materials through the circuit rider program.

It was interesting to note the various budgets of each of the hospitals' medical libraries. Budgets ranged from $1,000 to $25,000. The larger budgets were in the DuBois, Meadville, and Oil City hospitals. Oddly enough, with a library budget of $25,000, DuBois Hospital only has a part-time medical librarian. Butler, with its 17,026 population, only reported a budget of $9,500, which is considerably low in comparison with the other hospitals in rural areas with populations over 5,000.

Being so far apart from one another, it seems the nine librarians that work in the North and Northwestern Pennsylvania area could benefit by establishing a Health Science Library



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substantially decreasing the importance of geographic location. the Lister Hill Center is also working to develop a minicomputer system that would integrate all library functions on file; a computer terminal to integrate currently incompatible computer-assisted instruction systems; and a videodisk that could extend large bibliographic data bases to include texts, color images and audiovisual sequences." (44)

## CONCLUSION

The fact that the clientele of health science libraries are heavily dependent upon information clearly defines the role of the medical librarian as an information manager. The presence of the librarian in a rural medical library will help to clear the blur which some feel will be brought about by rapid technological changes. "It is the responsibility of the librarian to see that the library is included as an integral part of an automated institutional information management system. To do this effectively the hospital librarian will have to be technologically sophisticated enough to translate library needs to efficient equipment, hardware and software . . . " (45)

The rural medical library has the job of catching up with the electronic library of 1985, but the medium of the knowledge base in even large medical libraries is still--print. And as Daniel J. Boorstin, Librarian of Congress, points out--new technologies and the book are not adversaries but allies in informing the american people. (46) Thus, it is the hospital librarian, ("who is in the unique position of combining professional training in providing information with that of acquiring it,") (47) who will be the key that will open the door to the improvement of rural hospital library services.



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## Appendix A

## DIRECTORY OF HOSPITALS SURVEYED

## IN NORTH AND NORTHWESTERN PENNSYLVANIA

1. Bradford Hospital
   116-156 Interstate Parkway
   Bradford, Pennsylvania 16701
   Phone: (814) 368-4143

2. Brookville Hospital
   S. Main Street
   Brookville, Pennsylvania 15825
   Phone: (814) 849-2312

3. Butler Co. Memorial Hospital
   111 E. Brady Street
   Butler, Pennsylvania 16001
   Phone: (412) 283-6666
   librarian-Rita V. Liebler

4. Clarion Osteopathic Community Hospital
   1 Hospital Drive
   Clarion, Pennsylvania 16214
   Phone: (814) 226-9500
   librarian-Eleanor C. Barrett

5. Clearfield Hospital
   809 Turnpike Avenue
   Clearfield, Pennsylvania 16830
   Phone: (814) 765-5341

6. Corry Memorial Hospital
   612 W. Smith Street
   Corry, Pennsylvania 16407
   Phone: (814) 664-4641

7. Charles Cole Memorial Hospital
   Rural Delivery 3
   U.S. Rte 6
   Coudersport, Pennsylvania 16915
   Phone: (814) 274-9300

8. DuBois Hospital
   100 Hospital Avenue
   DuBois, Pennsylvania 15801
   Phone: (814) 371-2200



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9. Franklin Regional Medical Center
1 Spruce Street
Franklin, Pennsylvania 16323
Phone: (814) 437-7000
librarian-Lee P. Gilliland

10. Greenville Hospital
100 N. Main Street
Greenville, Pennsylvania 16125
Phone: (412) 588-2100

11. United Community Hospital
Cranberry Rd.
Rural Delivery
Grove City, Pennsylvania 16127
Phone: (412) 458-5442

12. Kane Community Hospital
Wetmore Road
Kane, Pennsylvania 16735
Phone: (814) 837-8585

13. Meadville City Hospital
751 Liberty Street
Meadville, Pennsylvania 16335
Phone: (814) 336-3121
librarian-Barbara Ewing

14. Oil City Hospital
174 E. Bissell Avenue
Oil City, Pennsylvania 16301
Phone: (412) 788-4900
librarian-Jean Lucas

15. Philipsburg State General Hospital
Philipsburg, Pennsylvania 16866
Phone: (814) 342-3320

16. Punxsutawney Area Hospital
R.D. #4, Rte. 36 N.
Punxsutawney, Pennsylvania 15767
Phone: (814) 938-4500

17. Elk Co. General Hospital
94 Hospital Street
Ridgway, Pennsylvania 15853
Phone: (814) 776-6111



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18. Andrew Kaul Memorial Hospital
Johnsonburg Rd.
St. Marys, Pennsylvania
Phone: (814) 781-7500

19. Warren General Hospital
2-12 Crescent Park W.
Warren, Pennsylvania 16365
Phone: (814) 723-3300
librarian-Pam Sgalio

20. Warren State Hospital
Box 249
Warren, Pennsylvania 16365
Phone: (814) 723-5500
librarian-Daryl Ellsworth

Appendix B

SURVEY OF RURAL MEDICAL LIBRARIES IN THE VICINITY OF NORTHWESTERN PENNSYLVANIA

1. Name of Hospital_____

2. Population of_____._____

3. Number of doctors_____. Number of nurses_____

4. Size of hospital_____ beds.

5. The Joint Commission on Accreditation of Hospitals has recommended the following:
"When, feasible, all professional library resources within the hospital shall be under the direction of a qualified medical librarian."

a. Does your hospital employ a full- or part-time librarian?
_____yes _____ no

b. If you answered "yes" to the above question, please fill in the following:
_____Name of Librarian

_____ Full-time _____ Part-time

6. If there is not a full or part-time librarian available, how do you provide library services for your staff?

_____
_____
_____

7. Is your hospital involved in any extension services, such as "the circuit rider librarian program"?

_____YES _____NO

a. If yes, please explain

8. What database system are you currently using? _____
_____

9. Are there microcomputers in your library?
a. If yes, how many?_____. b. How are they used?_____
_____

10. Do you work with a limited budget? _____YES _____ NO
Approximate figure_____



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NOTES

1. "Nation's Lowest-paid Teacher May Lose Job," Bradford Era, 8 October 1985, sec. 1, p. 3.

2. Donald M. Crider, "Culture and Values of Rural Communities," Rural Libraries, Winter 1982, p. 1.

3. Bernard Vavrek, "Information Services and the Rural Library," Library Trends, Spring 1980, p. 564.

4. Encyclopedia of Librarianship, 3rd ed. s.v. "Medical Libraries," by Thomas Landale.

5. Terry Weech, "Public Library Standards and Rural Library Service," Library Trends, Spring 1980, p. 605.

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7. Joint Commission on Accreditation of Hospitals, Accreditation Manual of Hospitals: 1981, (MN: Hazeldon Foundation, 1981), p. 147.

8. Agnes A. Roach, "The Health Science Librarian: A Member of the Health Care Team Responsive to Emerging Trends," Library Trends, Fall 1979, p. 256.

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10. Ibid, p. 234.

11. Ibid, p. 234.

12. Ibid, p. 235.

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15. Ibid, p. 235.

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17. Sylvia Feuer, "The Circuit Rider Librarian," Bulletin of the Medical Library Association, July 1977, p. 350.

18. Clifford Lange, "Rural Public Library Trustee: A Preliminary Assessment," Library Trends, Spring, 1980, p. 590.

19. Agnes A Roach "The Health Science," p. 255.

20. Ibid, p. 255.

21. Ibid, p. 253.

22. Ibid, p. 254.

23. Ibid, p. 254.

24. Alfred Brandon and Dorothy Hill, "Selected List of Books and Journals for the Small Medical Library," Bulletin of the Medical Library Association, April 1985, p. 177.

25. L. Darling, Handbook of Medical Library Practice, vol. 2. (Medical Library Assn., 1982), p. 198.

26. Alfred Brandon and Dorothy Hill, "Selected List," p. 177.

27. Ibid, p. 177.

28. Ibid, p. 178.

29. Agnes Roach, "The Health Science," p. 260.

30. Ibid, p. 256.

31. Ibid, p. 257.

32. Joint Commission on Accreditation of Hospitals, "Accreditation," p. 148-9.

33. Alfred Brandon and Dorothy Hill, "Selected List," p. 176.

34. Ibid, p. 180.

35. Agnes Roach, "The Health Science," p. 254.

36. Ibid, p. 258.

37. Academic American Encyclopedia, 3rd ed. s.v. "The American Medical Association."

38. Robert G. Cheshier, Principles of Medical Librarianship. (Ohio: The Cleveland Health Sciences Library, 1975), p. 54.



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39. Cheryl Harris, "Hospital-based Patient Education Programs and the Role of the Hospital Librarian," Bulletin of the Medical Library Association, April 1978, p. 215.

40. Central Pennsylvania Health Science Library Association. Central Pennsylvania Health Science Library Association Manual: 1984. (Penna.: The Central Pennsylvania Health Science Association, 1984) p. 2.

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43. Robert G. Cheshier, Principles, p. 82.

44. Agnes Roach, "The Health Science," p. 259.

45. Alfred Brandon and Dorothy Hill, "Selected List," p. 177.

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47. Cheryl Harris, "Hospital-based Patient," p. 215.

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citizen can spend a quiet afternoon, then a park or garden would serve as an appropriate location. If, however, the town subscribes to the concept of the library as a dynamic institution which should actively assist in the self-education of its patrons, then the wording of the program would indicate that the library must occupy a central spot where it can be recognized by the townspeople and not ignored.

The Professionals. If at all possible, a consultant should be hired to assist the library planning committee with the task. The difference between a successful library and a less successful one can depend on the choice of a good site. Galvin defines a consultant as a librarian who has studied library planning problems and who has been a member of the planning team on one or more successful library building projects. (3)

An architect with experience in library planning may also serve as a consultant. Architects, however, do not always understand the problem of site selection for a public library building. A less-experienced architect may favor a site which will provide an attractive setting for the building he designs. The committee must assure the architect that the true purpose of the building is to attract and serve the greatest possible number of patrons at the lowest cost. If the architect understands this very basic tenet, the work of fulfilling the program can begin.

The experience and advice of the architect (and other public planning officials) should be respected. With a background knowledge of the trends of community development, the architect



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can point out aspects of a site which might escape a person less knowledgeable in the subject. When the chosen site possesses some less desirable aspects, the architect can appraise the feasibility of creating a design which would not only reduce the problems but would add to the aesthetic appeal of the building.

Miniter noted that of the librarians in his survey who noted dissatisfaction with their building sites, approximately 70 percent did not employ library consultants. (4)

## SITE FACTORS

Access. The primary consideration in the selection of a site is that the location be one that can be easily reached by the greatest number of potential patrons. The entrance to the building should have as few obstacles as possible. Depending on the local area, patrons may arrive at the library in any of various ways. Chitwood expresses this idea rather colorfully:

> "(Patrons) walk; they bicycle; they come by car as individuals and in small groups; they come in large groups by bus; in some areas they use horses and mules or other beasts of burden, including vehicles with the animals as the prime movers; they may use skis and sleds, or even helicopters and other types of airborne vehicles." (5)

Under most circumstances, however, towns will be dealing with patrons who walk or drive to the library. Not only adults drive to the library; young people use cars to plan educational/social meetings at the library during the evening hours.

A public library, then, needs to be located in a central area of the town where it can be easily reached by people working in town, people coming to town for shopping and other services, and adults and their children who live in the surrounding



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residential areas. Moreover, the library should be located at a main crossroads for people who drive into town to shop, pay bills, seek out services. The site should be near stops or transfers for any public transportation the area may support.

In many rural places an actual town large enough to support a library does not exist. Beckerman notes that in these cases the library should be located on the "most heavily travelled vehicular route" (6) to attract the greatest number of potential customers. For example, the Groton (Conn., pop. 10,086) Public Library is centrally located on State Route 117 between U.S. Route 1 and I-95 on a former drive-in movie lot. Several thousand residents are within walking distance of the library. (7)

Centrality is key here, but safety of access is an adjunct factor. A library located on a very busy highway will require a separate street-type entrance or a driveway.

Setting. The site most accessible is generally in the heart of the town's business district, at the point where the two main streets intersect. However, town officials may not see this as the best setting for the library. A spacious tract of land adjacent to the public school grounds may be available at no additional cost to the town. Consideration may be given to this location if the school is located in the heart of town, on a main pedestrian street, where adults are constantly passing on their daily errands.

The Rebecca M. Arthurs Memorial Library in Brookville,



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Pa. (pop. 4,568) is located three-quarters of the way up a long, steep hill in a pleasant residential area. The library is within a few blocks of the town's schools, but is a great distance from the business district and is difficult for patrons to reach without a car. (8) Wheeler cautions that an attempt to locate the public library on or near school grounds simply to better serve the needs of the children should be avoided. (9) School libraries tailor their collections to the needs of their own students; a public library must serve the needs of all the citizens of the area and be accessible to them.

Towns may also have free land available in a downtown park. Thompson notes the following very real advantages to an open setting: Quiet, good daylight, safety from fire, and space for future expansion. (10) However, noise can be overcome by acoustics, the need for good reading light can be achieved with light fixtures, firewalls and special tiles can reduce the likelihood of damage from fires. Remoteness from the people, however, cannot be overcome. Eisner states that a town that locates its library in a park risks vandalism, thievery and danger to its patrons. He suggests that the cost of protection could be put to better use in the library itself. (11)

Natural boundaries, such as oceans, lakes, or rivers, can also require a change in setting. Growth will not be circular for a town located along a shore, but will spread in a limited arc out from the central core. As a town ages, the waterfront area will generally deteriorate to a warehouse district. If a



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Reading rooms should face away from outside noises. But the noise of traffic or industry need not disturb library patrons. Sounds can be buffered by the placement of service areas and book stacks, and the proper use of acoustical insulation. By allowing windows to remain closed, air conditioning can further cut outside noise. If windows must be open for ventilation, however, the site should be studied to develop a plan for the building which would permit some isolation of outside noises.

If strong winds and cold weather are a continuing problem, the entrance to the library should face the sheltered side. In northwestern Pennsylvania, for example, the stronger winds and storms usually come from the north and west. By placing the entrance on the south or east, the building design may not require a large entrance lobby.

Chitwood recommends that a library building be placed as close to the street as possible for three very practical reasons: To be closer to where the people pass by, to use more of the site for the building itself, and to eliminate the problem of garden maintenance. It is hard to argue against the beauty of a landscaped library entrance. In reality, few landscaped public areas are well-maintained. Limited library funds would be better spent on library materials and conventional library personnel. (17)

Another consideration for orientation is the provision of access to the rear of the building for service and delivery vehicles. If an alley is the only means of rear access, the



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alley rights should be studied. Moreover, if bookmobiles are to be stored in or behind the building, access must be ensured for these large vehicles. Galvin notes that the large bookmobile will be 30 feet or more in length, and will require a considerable turning radius. (18)

Occasionally, the only suitable location for the public library is one which places constraints on the external design, internal floor space, or proper orientation of the proposed building. Strickland suggests that if these constraints are serious, then another site may have to be found; if they are no more than a challenge to an imaginative architect and librarian, the resulting building may be entirely satisfactory. (19)

The theoretical differences of the placement of public libraries on their grounds can be seen in two libraries located only 30 miles apart in western Pennsylvania. The Clarion (pop. 6,664) Free Library is set back from the street, with a short staircase leading to a prominent entrance. The Brockway (pop. 2,376) Public Library rests at street level with a wide glass front facing pedestrians. Wheeler expresses this basic conflict between two rather opposite ideas, and adds an insightful comment:

"(a) that the library building should be a beautiful building, located, designed and placed on its site to attract the entire intelligent community to use it, and therefore easily approached and entered and not set back from the sidewalk, nor raised up on an elevated base requiring any steps to enter it, but on the contrary giving a view to passers-by of the interesting and busy interior of the library in action, and (b) that the library should be 'set off' in landscaped grounds, set up on a base or pedestal to make it more impressive, and given an aura of 'dignity,' often false and inappropriate because a good library



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has an inherent dignity derived from effective performance of its essential function of serving its community. It seems obvious that the latter concept must inevitably reduce the library's visual attraction to that considerable segment of a community's population, especially adults, which should but does not use it." (20).

An ideal orientation is by no means as important as an otherwise strategic site; the perfect orientation may place the library on the northern side of the street, but if the people walk mostly on the southern side of the same street, and the lot is available, the better choice would be the side where the potential patrons are.

Slope. Architects can design buildings to fit any space or any surface, but the shape and contours of any potential sites should be given due consideration. A clever structural design to correct an excessive slope (that is, one over 15%) can add considerably to the total cost of the structure, particularly if the design requires the use of special materials or techniques. (21)

Depending on the location, a considerable slope may be an advantage or a disadvantage. For any given site, usually one side is the obvious choice for the entrance--a point at which traffic to the library would naturally converge. If this entrance is at the highest level, and requires no stairs, it will be more inviting to potential patrons.

Metcalf asserts that, other things being equal, the sites to avoid are ones where the ground slopes upward from the entrance, or slopes from one side to another. A downward slope to the rear of the building permits windows at the basement level on as many



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as three sides, and allows the design to include a loading platform at the rear of the building. A flat site, however, should be preferred to one that slopes objectionably. (22)

Underground Features. The library building committee need not worry about basement problems on sites large enough for the construction of single-level buildings. However, good sites in the heart of towns are generally small. Such sites would likely require the design to include a basement, ground floor, and first floor.

Library book shelving creates heavy, dead weight. Regardless of the location of the book stacks, the building must be strong structurally, built on a uniform foundation material. Solid rock, of course, makes a fine foundation for a library. New sites, strewn with boulders, would necessitate additional expense to remove the rocks. Sites with loose fine sand, soft clay, silt or peaty materials may require piles to be driven down great distances in order to provide an adequate foundation.

Underground conditions should be determined before the final decision on the site is made. The conditions of the soil and rock may be uniform or may vary from one site to another on the same street. Generally, the architects, engineers and builders in the area understand the local terrain. To be certain no surprises are encountered, though, test borings can be made to obtain samples of the underground formations to determine the stability of the site.

Basements can be most handy for storage. But the presence



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of underground springs or ground water can play havoc with foundations. (23) Waterproofing a basement is expensive, and difficulties arise sooner or later.

An otherwise good site should not be rejected because of foundation factors. The library building committee should make a sincere effort to learn about all potential problems in advance, though, to anticipate any added costs of construction.

Cost of Site. With few exceptions, the best site for the location of a dynamic library will be expensive property--property very desirable to commercial interest. The right site for a library does not have to be the choicest property, located at the busiest intersection, but the site should be very close to it. For a successful site, the cost may run as high as 1/3 or 1/2 the cost of the construction of the building. (24)

It would be a serious mistake, a waste of taxpayers money, to select a site on economy alone. A poor site greatly reduces a library's potential use. In the long run, it costs nearly as much to run an unused library as it does to run a well-used library. (25)

In both cities and towns across America the front foot value of downtown property continues to be far higher than that in any outlying shopping center or residential location. The reason that downtown property continues to be most valuable is that it still attracts the greatest number of persons by location alone.

The annual operating costs of a library are usually from 1/4 to 1/2 the cost of the building. For matters of illustration,



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assume the annual operating cost of the Bedrock Public Library to be $25,000, or 1/4 the original cost of the building ($100,000). Assuming zero inflation, within 20 years the accumulated operating cost will be five times the original cost of the building ($25,000 x 20 or $500,000)! Thus, within a brief period of time, the initial investment in the building and its site will be dwarfed by the operating expenses.

Maximum use is synonymous with lower service-unit costs. If it shows good business sense for a successful merchant to purchase an expensive site for his retail store, then it is equally important for the library to demonstrate the same good business sense. To use a parallel example, the U.S. Postal Service selects prime real estate for its downtown offices. The Post Office employs a minimum number of clerks to perform the daily services. If, because the location is so good, each clerk is able to sell 10,000 stamps per day, as opposed to 100 stamps per day, the per unit cost of services sinks to a miniscule amount.

Indeed, the cost of a good location is worth the money spent. However, if by purchasing the choicest site funds needed for construction are severely depleted, Galvin recommends that the site still be acquired, and the design of the building be drawn to include future expansion. (26) If a usable building already exists on the site, the building can be used or rented until additional funds can be raised.

Parking. Consideration should be given to parking, but this



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should not be an overriding factor if the site is otherwise acceptable. Space is needed for library vehicles, staff parking, and at least a few cars. Any free space beyond the minimal amount may be abused by people not using the library.

In rural areas, cars are used extensively for transportation. To totally ignore the automobile could prove disastrous. A small community library, because of the nature of its use, could be greatly affected by a total lack of parking space. Parking should be provided by the municipal authority, not the library. On-site parking is not necessary if a public lot is located nearby.

It should be remembered that in many small towns the complaint is often heard that, "They roll up the streets at 5:00 p.m.," referring to the fact that most in-town businesses are not open during the evening hours. Logically, then, parking in the town area during library evening hours should be quite easy.

If it is felt that additional space is definitely needed, 200 square feet per vehicle might be provided near the building. In DuBois, Pa. (pop. 9,290) the public library is located on a heavily-travelled highway, a short block from the town's busiest intersection. The library planners placed parking space in front of, behind, and under the library.

Parking space on the building site, whether it be next to the building, under the building, or even on top of the building, takes needed space away from the building itself. Indeed, the consultants (Clarence Paine, Hoyt Galvin and Joseph Wheeler) for



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three rather new Clayton County, Ga. libraries stated that library parking was not an essential factor. None of their building programs specifically recommended on-site lots. (27)

Local Restrictions and the Neighborhood. Building and zoning restrictions, plus utility service specifications, should be carefully investigated before any land is purchased. Building codes usually set minimum standards affecting occupancy, fire zone restrictions, type of construction, design, structural details, and application of materials. Other provisions of local building codes may include statements on the installation of heating appliances and fire resistance ratings of structures. Zoning ordinances regulate land use. These frequently provide for the distance the building may be set from the street and property lines, the height of buildings, on-site parking, etc. Public buildings, including libraries, are usually exempt from these restrictions. However, all possible difficulties should be examined beforehand to eliminate any surprises when construction begins.

Notice should be taken of the buildings surrounding the proposed site. Retailers occupying nearby antiquated buildings may be considering moving to more desirable structures. However, if the buildings are sturdy, and if the planning committee senses a renewing of pride in the history of the downtown area, these same aging structures may prove to be the source of new life for the town.

Consideration should also be given to surrounding land-use



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patterns, including the attitudes of the neighbors. Some basic research and a bit of public relations may eliminate any potential problems.

Town Planning. The final problem in regard to site selection is almost entirely a problem concerned with political community pressures. For example, in one area the municipal planning authority stated that a site was available--but couldn't decide if the library or the jail should be placed there. (28) In a case such as this, the library planning committee must exercise its best judgement and resist pressures which may result in the library being located in a spot totally inappropriate for the fulfillment of its goals. If the committee allows this to happen, then the committee reneges the trust the people of the town place in it.

Along a similar line, local officials are often impressed with statements such as, "The site of the public library should be coordinated with general area planning." However, "coordination" frequently means placing the library in some group of civic buildings where it does not belong. Again a post office example: Post offices are not located in civic clusters or on school grounds; that would be an inconvenience to their customers. Post offices are located in the heart of downtown where most of the area's citizens can be reached.

THE RURAL DOWNTOWN SITE

Once the pulse of every community, main streets across the country slipped in importance when shopping centers began



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sprouting up on the outskirts of towns in the years following World War II. While cities may be able to afford the placement of branch libraries in the plazas that surround the residential areas, small communities certainly cannot afford that kind of convenience. So the downtown location (which is, in many cases, the crossroads of the plaza traffic) remains the best choice of site for small town libraries.

Restoration of Rural Downtowns. In many communities, a frequently raised question is, "Why locate downtown? The downtown is dead." But in the past eight years small towns all over America have experienced a renaissance, thanks to the non-profit Main Street Center of the National Trust for Historic Preservation. With the aid of grant money, local governments, merchants, property owners, chambers of commerce, and other civic groups have banded together to reverse the depressed economic course and the dismal public image of numerous small downtowns.

Brookville, Pa. (pop. 4,500) is one of the many communities of less than 50,000 people taking advantage of the National Trust's assistance. Greene states that,

> "An important part of a town's architectural heritage is usually found downtown, and in addition, it makes good sense to save a sturdy, attractive building that is already standing. Buildings returned to use bring money back into the local economy, both to the private investor and the tax collector. Streets in frequent use discourage crime. And the downtown is a social center long established in American small-town myth and reality, as well as a convenient place to find goods and services." (29).

Historic preservationists follow a four-part approach to downtown revitalization:



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1. Economic restructuring--recruiting new businesses, rethinking building uses to include offices, housing, and educational/recreational facilities (libraries) as well as stores.

2. Promotion--marketing the downtown as a place to go for special events, such as parades, fairs, exhibits (which libraries could easily participate in) as well as for shopping and meeting friends.

3. Organization--bringing private and public leaders together to plan the revitalization and then to manage the downtown effectively.

4. Design--enhancing the area's physical character by beautifying (often just cleaning) the buildings, signs and public spaces. (30)

In Brookville, local businesses will spend about $1.2 million dollars on refurbishing their buildings, some of it grant money, much of it private investments. Already evidence of renewed life is being seen in the town. "What I saw (upon returning to Brookville) were stores where there had never been stores before, and I didn't think there would ever be any because of the condition of the buildings," said Keith Witt, executive director of the Brookville Area Chamber of Commerce. "Every day you see people walking up and down (Main Street). Three years ago there wasn't any of that. (31)

In a clever parallel to this paper's discussion of a downtown location for small town libraries, the owner of a framing gallery on Brookville's Main Street, stated that "Location is the key in our business and in any business. We attract more browsers and impulse buyers now." (32)

Building Adaptations. Much of this paper has dealt with the selection of a site for a new library in American small towns.



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However, many of those same factors which were previously discussed could also be applied to the selection of a pre-existing building for library use in the downtown area of a small community. A common practice is for a library committee to buy, frequently at a bargain price, a well-located store or other building and remodel it to suit the needs of the library and its patrons.

The ease with which a building can be adapted for library purposes depends, obviously, upon the alterations which are required. Thus, such buildings as stores, churches, garages, and banks (if structurally sound) adapt easily. The lack of, or sparsity of, interfering walls in such structures makes them more flexible for library purposes.

Clairton, Pa. (pop. 12,188) purchased a furniture store, two stories and a basement, on its main street, in the same block with the most strategic retail corner. The cost for the site and its remodelling was about $12.00 per square foot. The attractive glass front and the open interior worked well for the library. (33)

The Cameron County (Pa. pop. 6,674) Public Library is located in a former bank building. The librarian cites as its advantages that it is visible, convenient for people downtown, and centrally located with front window displays on the main street. (34)

Churches which have been converted into libraries offer considerable window space for a feeling of openness. Choir lofts



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can be used as mezzanine stack areas.

Miller states that it is generally difficult to transform a house into an efficient library. Rooms are usually small and, even if all partitions are removed, the overall space on one floor is limited. This generally forces a two-floor operation which is neither satisfactory nor economical. Removing the partitions also removes some of the support for the upper floors. And, unlike a commercial property, a homesite is less apt to be in a good library location. (35)

The Ridgway (Pa. pop. 5,604) Public Library is located in a lovely white-columned mansion one block from the main street of town. True to Miller's statement, the rooms inside are indeed small and cramped with shelving tucked into every available space. Despite the librarian's best efforts to make the rooms attractive and comfortable, the overall impression remains one of claustrophobic clutter.

For rural areas which lack an actual town, reconverted barns have been used as libraries. Ordinarily it is not advisable to spend the money to remodel such structures unless they are proven to be substantially built. Many barns are little more than enclosed frames. (36)

When a town chooses to share its library facility with another agency or business, some of the cost of a desirable but expensive site may be offset. This is the case with the Johnsonburg (Pa. pop. 3,938) Public Library. Although sharing the building with business and law offices, the librarian is delight-



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ed with the central location on ground level. She reports that circulation has increased, the reference section is being consulted more, and more men are discovering the library! (37)

The combination of community services within a single building has immense appeal to planners with no practical experience of the problems of library service. The librarian at the Sykesville (Pa. pop. 1,537) Public Library is quite satisfied with the library's location on Main Street in the Borough Building. (38) But the arrangement has not been so happy for the Punxsutawney (pa. pop. 7,479) Memorial Library which is part of a new municipal complex. The building is indeed centrally located in the town (although separated from downtown by a park), modern and bright, (39) with the library serving as the home of the world-famous weather-forecasting ground hog, Punxsutawney Phil and his mate. But the complex also houses the town's police station and fire hall. Such an arrangement is hardly one of related services!

## CONCLUSION

Libraries seldom belong in the geographic or population center of town. Such locations rarely coincide with the pedestrian and business centers of towns. Librarians recognize the need to make their facilities inescapable by the masses; the elite will come to the library anyway. And the success of the American way of life depends on elevating more and more of our citizens into the educated groups. For my money, the best site for a public library in a small town is on the main street, near



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but not necessarily at the intersection of the greatest pedestrian and vehicular traffic, where it can be an ever-present invitation to shoppers and downtown employees.

Usually misconceptions about the siting of a library in remote places such as a quiet neighborhood or a park are held by people who do not understand the significance of the library to its patrons. Libraries are not meant to be mausoleums. Bowker reminds us that libraries "are dynamic educational centers whose services and resources must be easily accessible to the greatest number of potential readers." (40)

In a 1913 publication, Matthew S. Dudgeon compared the siting of a library to the siting of a book store:

> "Would (the keen business man) locate (his store) one or two or three blocks off the main street to get sightly surroundings? Would he put his building twenty or fifty or one hundred feet back from the sidewalk, rendering it necessary for the passer-by to make a considerable detour before even a casual inspection of his books would be possible? Would he put the main floor from four to ten feet above the sidewalk level, thus discouraging readers by a stair ascent? Would he place his windows high in the wall, far above the walk, so as to conceal the contents of the building? (41)

Surely not!

The statements that I have made about the location of libraries in small towns should be basic. But I must agree with Hills that any set of proposed criteria are only generalizations which may have proved themselves repeatedly in specific situations in the past but which must be modified to meet existing needs in local communities today and the changing conditions of tomorrow. (42) Ultimately the fundamental requirement must be met: The site must be available at the time it is needed, in the



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right place, of the right size, and, for the sake of the town's treasury, at a price it is prepared to pay. (43)

The success of the choice of site can be measured in many ways, by using various complicated statistical analyses. But the true success of the site is measured simply by the number of people attracted to the library day after day, year after year.

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Appendix A

Date_____

1. Name of Library_____

2. Address_____

3. Phone number_____

4. Name of Librarian_____

5. 1984 Circulation: Total_____Average per month_____

6. Area(s) served:_____

7. Total population of service area:_____

8. Location of library: Downtown_____ Residential area___
Schoolgrounds___ Other_____

9. Type of building: Erected as a library____ Formerly a residence_____
Formerly a retail store____Other_____
(Describe)

10. How long has your library been at it's present site?_____

11. Is the library building shared with any other agency?
Yes_____ No_____

12. If yes, what group(s)? _____

13. Are all regular library collections (adult, juvenile, A-V, etc.) housed within your building? Yes_____ No_____

14. Is nearby parking available for your patrons?
Yes_____No_____

15. If yes, what type? (Check all that apply.)
On site_____ On street_____
Public lot_____ Other_____

16. Is the parking metered? Yes_____ No_____

17. State a few of the advantages of your library's current location:_____

18. State some of the disadvantages of your library's current location:_____


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## Appendix B

### SITE SURVEY STATISTICS

**Surveys:**
# mailed - 12 # returned - 11 % returned - 92%

**Circulation:**
annual average - 50,505 monthly average - 4267

**Population:**
average - 11,318

**Location:**
Downtown - 82% Residential area - 18%
School grounds - 0% Other - 0%

**Type of building:**
Erected as a library - 46% Formerly a residence - 18%
Formerly a retail store - 9% Other - 36%
Describe: Bank, office building, municipal complex, borough building

**Years at present site:**
average - 25

**Shared building:**
yes - 45% no - 55%
Groups - law offices, public auditorium, commercial offices, industrial offices, borough offices, police station.

**Regular collections housed in building:**
yes - 100% no - 0%

**Parking available:**
yes - 100% no - 0%
Type (more than one may apply)
On site - 45% On street - 64%
Public lot - 18% Other - 9% (private)

**Metered:**
yes - 45% no - 55%

Advantages stated:

Central location, close to businesses, close to schools, ample parking, visible, front window displays on main street, convenient for people downtown, have much walk-in traffic, attracts people to business district and vice-versa, ground level, modern building, lots of sunlight, close to downtown but on a less busy street, easy access, on main street.

Disadvantages stated:

None, not convenient without a car, not near business district, much too small, limited parking, little or no space for expansion, metered parking, declining downtown area, no meeting rooms, some impractical design features.

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15. Roberta Bowler (ed), Local Public Library Administration (Chicago: The International City Managers Association, 1964), p. 297.

16. Galvin, p. 49. In the southern hemisphere, the front of the building should face south or east.

17. Jack Chitwood, "Library and Community," Libraries--Building for the Future, ed. R. J. Shaw (Chicago: American Library Association, 1967), p. 27-28.

18. Galvin, p. 49.

19. J. T. Strickland, "Library Building," Studies in Library Management, ed. Brian Redfern, I (Hamden, Conn.: Linnet Books, 1971), p. 93.

20. Wheeler, p. 132.

21. Beckerman, p. 218.

22. Metcalf, p. 141.

23. Metcalf, p. 142. In certain ground formations, the entire side of the hill may slide in wet weather.

24. Galvin, p. 51.

25. Ibid.

26. Ibid.

27. Walter Murphy, "Three Consultants, One County," Library Journal, XCV (June 1, 1970), p. 274.

28. Horace S. Moses, "The Topeka Public Library," Planning a Library Building: The Major Steps, ed. Hoyt R. Galvin (Chicago: American Library Association, 1955), p. 58.

29. Elaine Greene, "Revitalizing Main Street," House and Garden, CLIV (March, 1982), p. 14.

30. Ibid.

31. Sharon O'Malley, "Main Street Makes a Comeback," Penn Lines (United Electric Edition), XX (October, 1985), p. 12.

32. Ibid., p. 13. Unfortunately, Brookville's public library is not located in the downtown area.



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33. Joseph L. Wheeler, "The Small Library Building," Final Report: The Small Libraries Project, 1961-1963, no. 13 (Chicago: American Library Association, 1963), p. 3.

34. Survey form completed by Ray Vercellino, Librarian, Cameron County Public Library, Emporium, Pa., October 3, 1985.

35. Ernest Miller, Buildings for Small Public Libraries (Chicago: American Library Association, 1950), p. 27.

36. Ibid., p. 36.

37. Survey form completed by Virginia Thorwart, Librarian, Johnsonburg Public Library, Johnsonburg, Pa., October 3, 1985. The librarian also notes that the library moved a few years ago from a second and third floor location in a community building which also housed a gymnasium and pool. Residents of the town report that the smell of chlorine and the sound of pounding feet from indoor joggers could be rather distracting to library patrons!

38. Survey form completed by Michele Rosman, Librarian, Sykesville Public Library, Sykesville, Pa., October 7, 1985.

39. Survey form completed by Elizabeth G. McPoland, Librarian, Punxsutawney Memorial Library, Punxsutawney, Pa., October 4, 1985.

40. Bowler, p. 299.

41. Chitwood, "Library and Community," p. 27.

42. Theodore S. Hills, "On Location of Library Buildings," Library Buildings: Innovation for Changing Needs, ed. Alphonse F. Trezza (Chicago: American Library Association, 1972), p. 159.

43. Strickland, p. 92.



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# A PRELIMINARY SURVEY OF LIBRARY BOARD TRUSTEES FROM FOUR LIBRARIES IN PENNSYLVANIA

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## INTRODUCTION

When Clifford Lange wrote his assessment of the rural public library trustee, he brought up the question: "Is it necessary to differentiate rural public library trustees and urban public library trustees?" (1) He states further that "attempts to answer this question led to the conclusion that such differentiation is not useful in relation to the duties and responsibilities of trustees." (2)

The duties and responsibilities of the librarian and the library trustee have long been the subject of much discussion. While much of the trustee literature, including Virginia Young's guidebook for the library trustee, (3) defines those duties and responsibilities, questions remain about the respective roles.

Is the size of the community or library a factor in the interpretation of those duties and responsibilities? The subject of this survey is the role of the library board in the day to day operation of the library. Contrary to what Lange says, discussions with librarians indicated that there may be reason to believe that the level of involvement decreases as the size of the community increases. One librarian at a library located in a small community suggested that too much time was taken at board

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meetings to determine what color of ink should be used for the date due stamp. Another librarian suggested that not only does the level of involvement decrease as the size of the community increases, but that the board's liability increases.

The Center for the Study of Rural Librarianship at Clarion University of Pennsylvania decided to conduct an exploratory survey to see if there was any indication that there are differences between the boards in small communities and those in larger communities with respect to involvement. If, in fact, differences were indicated, a further, larger and less regional study should be conducted.

## METHODS AND PROCEDURES

A telephone survey of library board members was conducted from Nov. 2 through Nov. 22, 1985. Library boards to be surveyed were chosen according to the size of the community they represent. All of the libraries were in Pennsylvania.

To protect the anonymity and confidentiality of both the library and the board members, the communities will be referred to by numbers I-IV with community I being the smallest and IV being the largest.

Library I is located in a community with a population of around 1,500. It serves a population of about 10,000. Annual circulation is around 25,000. Its 1985 budget was $23,000. The library contains 19,000 volumes, with 35 books per subject.

Library II is located in a community with a population of approximately 6,000. It is the county library and serves a



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the smaller libraries, with two in agreement in library I and three agreeing in library II. No one from library IV agreed with the statement.

A master's degree in library science is not seen to be a necessary requirement (Q1d.) by any of the board members of library I. While one might expect that all of the board members from library IV would agree that the degree is necessary, that is not so. Only two board members thought that a master's degree was necessary, while three disagreed. The degree was considered to be necessary by four respondents from library III. Responses to this statement might suggest less difference because of size than the particular characteristics of the communities.

There was also a difference between the library boards when asked to respond to the statement "If the librarian were ill and if time would permit, I would feel comfortable to fill in for her" (Q10). Four board members each from libraries I and II agreed with the statement, while two disagreed. Only one agreed from library III, even though on question 11, four felt they knew as much about their library as the librarian. No one from library IV would feel comfortable to fill in for the librarian. The size of the library does seem to make a difference with this question. It probably has much to do with the complexity of the librarian's job.

As one might suspect the smaller the library, the more likely there seemed to be a feeling of remoteness from the state library. Four of the board members from library I responded that


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they agreed or were neutral to the statement "I don't think the people in the state library really care what is going on in our library" (Q1f.). Disagreement with this statement grew with the size of the community. Three disagreed from library II. Four from library III and all six from library IV disagreed. Membership in library associations such as the Pennsylvania Library Association and ALA (Q18) followed much the same pattern. No one from libraries I and II were members. Four trustees from library III held membership, while three from library IV also were members of such associations.

Board members from library I are much less hesitant to give instructions to a library staff member if they see something that needs to be done (Q1g.). Five responded by agreeing or being neutral to the statement. In each of the remaining libraries, two agreed and four disagreed with the statement.

There was also a difference between the responses of board members from library I and the other three libraries on the question of the basic responsibility of the board. Asked whether the basic responsibility of the library board is fund raising (Q1h), four board members from library I agreed or were neutral, while all board members from the other three libraries saw the responsibility of the board as something different and disagreed.

Question 16, a related question, asked the board member to state three major responsibilities of a board member. Fund raising was mentioned by all board members except those from library IV. However, those board members did mention overseeing

finances and budget as their responsibility. Setting the policies was mentioned by members of each board. One board member from library II mentioned keeping an eye on the type of books selected as being part of the responsibility. Two board members from library IV mentioned the responsibility of making sure that there are materials to fill patron requests.

When asked if the library board is responsible for everything that happens in the library (Q1i.), only one trustee from library IV agreed with that statement. Three disagreed and two were neutral. This was very different from the other libraries. All six from library III felt the board responsible. In a related question whether the library board should be the sole group that determines the policies of the local library (Q1e.), almost all of the library board members surveyed agreed that responsibility is theirs.

There was much scattering of responses on whether the board knows what the community wants in terms of library service (Q1j.). Size of the community didn't seem to matter. The board members from libraries I and III responded the same way: four agreed; one disagreed; and one was neutral. Only two from libraries II and IV agreed with the statement.

The trustees seemed to feel that the library board does not know as much about libraries in general as the librarian (Q1k). Only one person from library I and one person from library III were neutral on that statement. All other board members agreed. Yet when asked to respond to the statement that "the library



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board does not know as much about our library as the librarian" (Q11.), the board members were less willing to agree. There was a difference between the responses of the libraries. Three from library I disagreed, with a similar number agreeing. From library II, five agreed and one disagreed. The results from library III were interesting. Four felt the board knew as much about their library as the librarian. In library IV only one felt the same way.

Serving on the library board is not perceived to be a prestigious position (Q1n.) by the board members surveyed except perhaps in communities II and III. None of the board members in library IV agreed with the statement. However, there were four neutral responses. Perhaps they are modest. In community III four thought their position prestigious. That seems to contradict the findings in question 20 which asked "what percent of the community knows that you serve on the library board". The average response of the trustees in library III was 4.5%, compared to 13.08% in library IV, 33.75% in library I, and 26.0% in library II.

It may be interesting to note that even though only 4.5% of the community knows that the person is a library board member in community III, only one of the respondents from that board said that a member of the community has never approached him with library matters within the past year (Q21). Five board members from library II said that they had never been contacted. Only two from library I had never been contacted. By contrast, all of



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other members of the board responded "never." Board members from library IV responded similarly, with five responding "never" and one responding 5+. Four from library I responded "never," while two responded 1-2. Four members from library II also said "never," one said 1-2, and one 3-4.

Questions 7, 10, 12, 22, and 24 were designed to measure the relationship between the board member and the other members of the library staff. As one might suspect, all of the board members of library I knew all of the staff members by name (Q7), while the trustees of library IV could not say this. One person from library I was related to a member of the library staff (Q12), as was one person from library IV. There was really no difference between boards' responses to question 24, which asked if the trustee has ever entertained any other member of the library staff in their home. Two from library I, two from library III and one from library I answered yes. As was the case in question 9, the chances that the board member belonged to any social organizations that any other staff member belonged to (Q10) increased as the size of the community increased.

Question 22 asked whether a member of the staff, other than the library director has ever come to you with concerns about the operations of the library? One from library I, no one from library II, two from library IV said yes. Similar to the number of times the librarian consulted them outside of board meetings (Q3), four of the trustees from library III answered yes to this question.



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The trustees from library III have also offered unsolicited advice to the librarian concerning the operation of the library outside of the library (Q15) more than the trustees of the other libraries. All six from library III indicated that they did. Two board members each from the remaining boards indicated that they have offered such advice.

All the board members from library I have participated in writing a grant proposal for the library (Q8a). No one from library II has participated in that activity. Two from library III and three from library IV indicated that they also have participated in that activity. Five trustees from library I have also spoken at club meetings on behalf of the library (Q8b) while none from library II, four from library III and only two from library II have done the same thing.

Board members from library I are consulted by the president of the board concerning library matters outside of the regularly scheduled board meeting (Q4) much more frequently than the other libraries. Their average of 3.33 times may be inflated because the president and one of the board members are related. The averages of the other libraries are: library II, 0; library III, 1.7 times; library IV, 1.167 times.

The board members from library I are also more likely to have contact with other library board members between meetings (Q27). All board members stated that they had some contact, with three stating that they had 5 or more contacts between meetings. There are three board members from library II that have no



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contact with other board members outside of the meetings. Only one said that he had contact with his fellow board members 5 or more times. No one from library III had contact with fellow board members more than 5 times between meetings. Two had no contact, and two each had 1-2 contacts, and 3-4 contacts. Almost all (five) of the members from board IV stated that they had 1-2 contacts with other library board members. One responded that he had 3-4 contacts.

Several questions were designed to give us an idea of who the trustees are. Library board members from library I have lived in their community an average of 26.5 years (Q29), and have served on the board an average of 4.75 years (Q30). Those from library II have lived in their community an average of 39.5 years and have served on the board 2.36 years. Board members from library III have lived in their community an average of 34.88 years and have served on the board longer than any of the other board members surveyed, an average of 10.6 years. Trustees from library IV have lived in that community an average of 22 years and have served an average of 4.25 years on the board.

Board members from the smallest library, library I, spend the most number of hours on library matters, excluding the regularly scheduled board meeting. They spend an average of 4.92 hours per month. Those from library III spend 3.167, from library IV, 2.5 hours per month. The least amount of hours spent on library matters is 1.67, spent by the board members from library II.



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Questions 13, 25 and 26 are concerned with library use. Libraries II and III have board members who have not used the library within the past two months on library matters (Q13). Three members from library II gave that response, as did one member of the board from library III. On the reverse side, there were four members each from libraries III and IV who used the library 5 or more times within the past two months. Library I board members have all used the library, with three responding 5 or more times. Questions 25 and 26 asked about participation and attendance at library programs, such as book discussions. Size of the community did not seem to make much of a difference. Trustees from libraries I and IV responded similarly to the question on participation (Q25), with one who has participated and five who have not. None of the trustees at library II has ever participated in any of the programs, while three from library III have. There is not much difference when it comes to attendance (Q26). The responses are similar to question 25. Two from library I, one from library II, three from library III and one from library IV, has attended a library program.

Size of the community does seem to play some part in the number of boards or committees, other than the library board, within the community to which the board members belong (Q28). All of the board members from library IV belong to other committees or boards. They belong to an average of 2.33 boards or committees. Trustees from library III belong to an average of 1.83 boards. One board member serves only on the library board.



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Of the library board members from library II, three serve on an average of .5 boards. Two board members from library I serve on an average of .67 boards or committees other than the library board.

The board members from library IV have completed the most education (Q31). Four of the six members have at least a master's degree and two have finished college. It may be surprising to some to find that three members from the smallest community, library I, have master's degrees and one of those three has two master's degrees. Only one of their members has only a high school diploma. Of the board members of library II, one has a master's degree, three have bachelor's degrees and one has a high school diploma. The education of the board members from library III is varied. One has a law degree; one a master's; one a bachelor's degree; one has finished some college; and two have high school diplomas.

None of the board members from Library I is now enrolled in or ever taken a formal course in library education (Q33). Three from library II have taken such courses. In fact, one board member took several courses for certification in college. One member from library III did likewise, while one board member from library IV has a M.S.L.S.

The related question asking whether the board member has ever participated in any type of training to prepare for serving on the library board produced very different results. In this case, no one from library II has ever participated in any type of



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training, while all three of the other boards had three members respond that they had participated in such training. Most of the training was defined as workshops sponsored by the state or the Pennsylvania Library Association.

There is a difference of employment patterns between the boards. Five board members of library I work full time, while only two of those board members surveyed from library IV do the same. There are only three full time employees on the board of library II. Five persons work full time and one part time from library III.

Question 17 asked the board member to speculate on why he was selected to serve on the board of trustees. Three board members from library I mentioned interest in the library and library use as being a factor. Three others were on the board because they represented an organization in the community that must have representation on the board. No one from library II mentioned interest or library use, although one mentioned that she was related to the past librarian. Availability was mentioned by two members. One mentioned that she was chosen because of her cultural/moral beliefs background. Serving on library board III seems much more political. Four of the members mentioned that it was a political appointment. Background on the school board was given by the fifth member and the sixth had no idea why he was appointed. Politics also was mentioned as a reason by four members of board IV. The other two mentioned interest in libraries. One of those two was a librarian.



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All four library boards are scheduled to meet twelve times per year, although one board member from library I reported that his board was scheduled to meet only six times per year.

## CONCLUSIONS

Results from this survey certainly indicate that there are differences between the perceived role of the boards of trustees of the libraries studied. Size of the community does seem to be a factor in many of the responses.

There seems to be a big difference between responses of the trustees from the boards of the largest library and the smallest. Library board I appears to be much more involved in selection of materials, less hesitant to give instructions to the staff and more comfortable filling in for the librarian.

While there does seem to be some difference between the boards of the smallest library and the largest library, there is less difference between the responses of the other two. Perhaps the populations of libraries II and III are too similar.

One might think that the smaller the community, the more the librarian and the trustee would meet informally. This would offer the trustee more of an opportunity to be involved and have an influence on the day to day operation of the library. The results to those questions which might measure that, are surprising. The social lives of the trustees and that of the librarian don't seem to cross as much in the small community as they do in the large community.

The responses from library board III suggest something



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completely unrelated to size of the community. The board members have served on the board much longer than the board members of the other boards. Perhaps that is why the responses from that library board are so different from those of the other boards. This board consists of six men and one woman. Realizing the danger in making such a statement, I wonder if the gender of the board members in this community didn't make some sort of difference also.

Membership on the boards of libraries III and IV seems to be much more political than the other two. This in itself might be related to the size of the community and have an effect on the responses.

If in fact it is true that there is a difference and that the smaller the library, the more involved, then there seems to be more need for continuing education for the board.

Further study seems to be indicated. This survey was meant only to be preliminary. A study of the actual board meetings might indicate further differences. The topics discussed and voted on could be weighted according to the day to day operations of the library. Perhaps attendance at those board meetings would be a factor which could be studied.

While this survey has not proven conclusively that the smaller the community, the more involvement, it has provided enough evidence to suggest that there are differences. Size of the community may be a factor. Further study is recommended.



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Appendix A

1. Please indicate whether you agree, disagree or are neutral about the following statements.

a.) The library board should maintain a low profile in the day to day management of the library.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 4 | | 2 |
| II | 4 | 2 | |
| III | 5 | 1 | |
| IV | 4 | 1 | 1 |

b.) The librarian should not purchase controversial materials without first consulting the library board.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 3 | 1 | 2 |
| II | 4 | 2 | |
| III | 4 | 1 | 1 |
| IV | 1 | 4 | 1 |

c.) The job of the librarian is first and foremost to suggest books for the patron to read.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 2 | 4 | |
| II | 3 | 3 | |
| III | 1 | 4 | 1 |
| IV | | 6 | |

d.) A master's degree in library science is a necessary requirement for one to be a librarian.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | | 6 | |
| II | 2 | 4 | |
| III | 4 | 1 | 1 |
| IV | 2 | 3 | 1 |

e.) The library board should be the sole group that determines the policies of the local library.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 5 | 1 | |
| II | 4 | 2 | |
| III | 6 | | |
| IV | 5 | 1 | |

f.) I don't think the people in the state library really care what is going on in our library.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 2 | 2 | 2 |
| II | 2 | 3 | 1 |
| III | 1 | 4 | 1 |
| IV | | 6 | |

g.) I would not hesitate to give instructions to a library staff member if I saw something that needed to be done.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 4 | 1 | 1 |
| II | 2 | 4 | |
| III | 2 | 4 | |
| IV | 2 | 4 | |

h.) The basic responsibility of the library board is fund raising.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 2 | 2 | 2 |
| II | | 6 | |
| III | | 6 | |
| IV | | 6 | |

i.) The library board is responsible for everything that happens in the library.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 4 | 2 | |
| II | 5 | 1 | |
| III | 6 | | |
| IV | 1 | 3 | 2 |

j.) The library board knows what the community wants in terms of library service.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 4 | 1 | 1 |
| II | 2 | 4 | |
| III | 4 | 1 | 1 |
| IV | 2 | 3 | 1 |

k.) The library board does not know as much about libraries in general as the librarian.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 5 | | 1 |
| II | 6 | | |
| III | 5 | | 1 |
| IV | 6 | | |

l.) The library board does not know as much about our library as the librarian.

| Library | Agree | Disagree | Neutral |
|---|---|---|---|
| I | 3 | 3 | |
| II | 5 | 1 | |
| III | 2 | 4 | |
| IV | 5 | 1 | |



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11. Are you related to the librarian?

| Library | Yes | No |
|---|---|---|
| I | | 6 |
| II | | 6 |
| III | | 6 |
| IV | | 6 |

12. Are you related to any other member of the library staff?

| Library | Yes | No |
|---|---|---|
| I | 1 | 5 |
| II | | 6 |
| III | | 6 |
| IV | | 6 |

13. Please indicate how often you used the library within the past two months on non-board matters.

| Library | Never | 1-2 | 3-4 | 5+ |
|---|---|---|---|---|
| I | | 2 | 1 | 3 |
| II | 3 | 1 | 1 | 1 |
| III | 1 | 1 | | 4 |
| IV | | 1 | 1 | 4 |

14. How often within the past year have you been consulted about a library matter that you feel the librarian could or should have handled by himself?

| Library | Never | 1-2 | 3-4 | 5+ |
|---|---|---|---|---|
| I | 4 | 2 | | |
| II | 4 | 1 | 1 | |
| III | 4 | | 1 | 1 |
| IV | 5 | | | 1 |

15. Have you ever offered unsolicited advice to the librarian concerning the operation of the library outside of the library?

| Library | Yes | No |
|---|---|---|
| I | 2 | 4 |
| II | 2 | 4 |
| III | 6 | |
| IV | 2 | 4 |

16. Please state three major responsibilities of a board member.

Library I- First Response (N=6)
policy
policy
to maintain relationship with the county system
be enthusiastic about the library
attend board meetings
raising money



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Library II- First Response (N=6)
financial responsibility
establishment of long-range plans and objectives for the library budget
be interested
be present at all meetings
attend meetings

Library III- First Response (N=6)
fund raising
be willing to give time for board meetings
finances
to oversee the operation of the library
accountable for money
make sure bills are paid

Library IV- First Response (N=6)
policy
oversee the policies of the library
oversee the librarian
set policy
to participate on various committees
attune to the needs of the community - make sure the library has the materials that are requested

Library I- Second Response (N=6)
make sure materials are available
participate in fund raising
be interested in reading
oversee budget
approve budgeting
fund raising

Library II- Second Response (N=6)
decide policies
be interested in problems
attend meetings
personnel - make sure the librarian hires the right kind of people
act as public's representative
maintenance

Library III- Second Response (N=6)
to secure head librarian
be involved with public relations
personnel - hiring for entire library
to form policies
setting policies
make sure building is open

Library IV- Second Response (N=6)
to maintain an atmosphere conducive to library usage
planning
oversee finances
establish policy
to represent county branches (independent county libraries)
oversight of director's responsibility

Library I- Third Response (N=6)
make sure the librarian thinks of ideas to bring people into the library (story hours)
help procure grant money
be interested in the community
participate in fund raising and other activities to improve the library
make sure there is financing
congruency - continuation of past, present and future goals

Library II- Third Response (N=4)
financial matters
keep an eye on the type of books selected
oversee the librarian
hire the librarian

Library III- Third Response (N=6)
make sure the library is adequately staffed
act as liaison between the city and library
to keep track of financial matters
liaison between the city and the library
be an avid user of the library
establish policy

Library IV- Third Response (N=6)
to OK major projects
be aware of the day to day problem - eg. budget, personnel
maintain the building
budget
material requests from citizens
overall responsibility for general working of the library

17. Why do you think you were selected to serve on the board of trustees?



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Library I (N=6)
-Big user of library.
-Was willing - originally on Junior Civic Club which must be represented on the library board.
-They needed someone from my town. They knew me because I use the library a great deal.
-Because of interest in the community and the library.
-I am president of the borough council and it is automatic.
-I represent the Junior Civic Women's Club which must be represented on the library board.

Library II (N=6)
-They needed someone. I had an in because I am an educator.
-I raised and educated four children am interested in the library and live next door.
-My mother had been the librarian for years.
-A friend asked me. Her term expired. She wanted someone with the same cultural/moral (the term "religious" was mentioned with some hesitation.) background to serve.
-I was available.
-I am a borough councilman. Newly elected councilpersons are asked to serve on the library board.

Library III (N=6)
-I applied for the job through the mayor.
-Politics.
Political appointment.
-Background on school board - the type of job that I've had.
-Tried for years to get on board - political.
-No idea. One of the board members asked me to serve.

Library IV (N=6)
-Political appointment. County councilman asked me what committees I would like to serve on.
-Minority representation. Political appointment.
-Interest in libraries.
-I was a librarian.
-Because I live in the county and the commissioners needed me. Interested in libraries. Political appointment.
-On-going interest in county government. I was the right person at the right time.

18. Are you a member of any library association including PLA or ALA?

| Library | Yes | No |
|---|---|---|
| I | | 6 |
| II | | 6 |
| III | 4 | 2 |
| IV | 3 | 3 |

19. How satisfied are you with your participation on the board?

| Library | Very | Somewhat | Neither | S. Dissatisfied V. Dis. |
|---|---|---|---|---|
| I | 3 | 3 | | |
| II | 4 | 2 | | |
| III | 6 | | | |
| IV | 3 | 1 | 1 | 1 |

20. What percent of the community knows that you serve on the library board?

| Library | Av. % of community |
|---|---|
| I | 33.75 (N=6) |
| II | 26.00 (N=6) |
| III | 4.50 (N=4) |
| IV | 13.08 (N=6) |

21. How often within the past year has a member of the community approached you with library matters?

| Library | Never | 1-2 | 3-4 | 5+ |
|---|---|---|---|---|
| I | 2 | 1 | 1 | 2 |
| II | 5 | | 1 | |
| III | 1 | 2 | 1 | 2 |
| IV | | 3 | 1 | 2 |

22. Has a member of the staff, other than the library director, ever come to you with concerns about the operation of the library?

| Library | Yes | No |
|---|---|---|
| I | 1 | 5 |
| II | | 6 |
| III | 4 | 2 |
| IV | 2 | 4 |

23. Have you ever entertained the librarian in your home?

| Library | Yes | No |
|---|---|---|
| I | 2 | 4 |
| II | | 6 |
| III | 2 | 4 |
| IV | 1 | 5 |



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24. Have you ever entertained any other member of the library staff in your home?

| Library | Yes | No |
|---|---|---|
| I | 2 | 4 |
| II | | 6 |
| III | 2 | 4 |
| IV | 1 | 5 |

25. Have you ever participated in any of the programs, such as book discussions, offered at the library?

| Library | Yes | No |
|---|---|---|
| I | 1 | 5 |
| II | | 6 |
| III | 3 | 3 |
| IV | 1 | 5 |

26. Have you ever attended any of the programs, such as book discussions, offered at the library?

| Library | Yes | No |
|---|---|---|
| I | 2 | 4 |
| II | 1 | 5 |
| III | 3 | 3 |
| IV | 1 | 5 |

27. How often do you have contact with other library board members between meetings?

| Library | Never | 1-2 | 3-4 | 5+ |
|---|---|---|---|---|
| I | | 2 | 1 | 3 |
| II | 3 | 1 | 1 | 1 |
| III | 2 | 2 | 2 | |
| IV | | 5 | 1 | |

28. Are you presently a member of any other board or committee within your community?

| Library | Yes | No |
|---|---|---|
| I | 2 | 4 |
| II | 3 | 3 |
| III | 5 | 1 |
| IV | 6 | |

If yes: How many?

| Library | Av. # of boards/committees |
|---|---|
| I | .67 |
| II | .50 |
| III | 1.83 |
| IV | 2.33 |

29. How long have you lived in this community?

| Library | Av. # of years |
|---|---|
| I | 26.5 (N=6) |
| II | 39.5 (N=6) |
| III | 34.8 (N=6) |
| IV | 22.0 (N=6) |

30. How long have you served on the board?

| Library | Av. # of years |
|---|---|
| I | 4.75 (N=6) |
| II | 2.36 (N=6) |
| III | 10.60 (N=6) |
| IV | 4.25 (N=6) |

31. Please indicate the highest level of formal schooling that you completed.

Library I
-Master's
-Master's
-Finished college
-Two Master's
-High school
-A.A. Business college

Library II
-Master's
-R.N.
-High school
-Finished college
-Finished college
-High school

Library III
-M.A.
-High school
-One year of college
-High school
-B.A.
-Law degree


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Library IV
-Master's
-Master's
-Post college
-MSLS
-B.S.
-Finished college

32. Are you currently employed?

| Library | Yes | No | FT | PT |
|---|---|---|---|---|
| I | 5 | 1 | 5 | |
| II | 3 | 3 | 3 | |
| III | 5 | 1 | 4 | 1 |
| IV | 2 | 4 | 2 | |

33. Are you now enrolled in or have you ever taken a formal course in library education?

| Library | Yes | No |
|---|---|---|
| I | | 6 |
| II | 3 | 3 |
| III | 1 | 5 |
| IV | 1 | 5 |

Specify:
II -course in college
-courses for certification in college (2)
III-teacher certification in library science
IV -M.S.L.S.

34. Have you ever participated in any type of training to prepare you for serving on the library board?

| Library | Yes | No | Type of training |
|---|---|---|---|
| I | 3 | 3 | district inservice<br>county workshops(2) |
| II | | 6 | |
| III | 3 | 3 | State library trustee section<br>PLA trustee committee(2) |
| IV | 3 | 3 | workshop<br>state program<br>PLA workshops |

Appendix B

LIBRARY BOARD QUESTIONAIRE

_____Board President _____Board Member

1. Please indicate whether you agree, disagree or are neutral about the following statements.

A D N a.) The library board should maintain a low profile in the day to day management of the library.

A D N b.) The librarian should not purchase controversial materials without first consulting the library board.

A D N c.) The job of the librarian is first and foremost to suggest books for the patron to read.

A D N d.) A masters degree in library science is a necessary requirement for one to be a librarian.

A D N e.) The library board should be the sole group that determines the policies of the local library.

A D N f.) I don't think the people in the state library really care what is going on in our library.

A D N g.) I would not hesitate to give instructions to a library staff member if I saw something that needed to be done.

A D N h.) The basic responsibility of the library board is fund raising.

A D N i.) The library board is responsible for everything that happens in the library.

A D N j.) The library board knows what the community wants in terms of library service.

A D N k.) The library board does not know as much about libraries in general as the librarian.

A D N l.) The library board does not know as much about our library as the librarian.

A D N m.) The library is not the most important institution in the community.

A D N n.) Serving on the library board is a prestigious position.

A D N o.) If the librarian were ill and if time would permit, I would feel comfortable to fill in for her.

_____2. How many times per month do you do have informal contact with the librarian outside of the library?

_____3. How often per month are you consulted by the librarian concerning library matters outside of the regularly scheduled board meeting.

_____4. How often per month are you consulted by the president of the board concerning library matters outside of the regularly scheduled board meeting?

_____5. Excluding the regularly scheduled board meeting, how many hours per month do you spend on library matters?

_____6. How many times per year is your library board scheduled to meet?

Yes No 7. Do you know all of the library staff members by name?

8. Have you ever participated in either of the following activities?
Yes No a. Writing a grant proposal for the library
Yes No b. Speaking on behalf of the library at club meetings, etc.

Yes No 9. Does the librarian belong to any social organizations to which you belong?

Yes No 10. Does any other library staff member belong to any social organization to which you belong?

Yes No 11. Are you related to the librarian?

Yes No 12. Are you related to any other member of the library staff?

13. Please indicate how often you used the library within the past two months on non-board matters.
_____Never (0)
_____1-2
_____3-4
_____5 or more times

14. How often within the past year have you been consulted about a library matter that you feel the librarian could or should have handled by himself?
_____Never (0)
_____1-2
_____3-4
_____5 or more

Yes No 15. Have you ever offered unsolicited advice to the librarian concerning the operation of the library outside of a board meeting?
_____Number of times within the past year?

If yes: What was the nature of that advice?
_____circulation policies
_____staffing
_____selection of books
_____matters concerning the library building or grounds
_____other. Please specify. _____
_____

16. Please state three major responsibilities of a board member.
_____
_____
_____

17. Why do you think you were selected to serve on the board of trustees?
_____
_____
_____

Yes No 18. Are you a member of any library association including PLA or ALA?

19. How satisfied are you with your participation on the library board?
_____Very satisfied
_____Somewhat satisfied
_____Neither satisfied nor dissatisfied
_____Somewhat dissatisfied
_____Very dissatisfied

_____20. What percent of the community knows that you serve on the library board?



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21. How often within the past year has a member of the community approached you with library matters?
_____Never (0)
_____1-2
_____3-4
_____5 or more

Yes No 22. Has a member of the staff, other than the library director, ever come to you with concerns about the operation of the library?

Yes No 23. Have you ever entertained the librarian in your home?

Yes No 24. Have you ever entertained any other member of the library staff in your home?

Yes No 25. Have you ever participated in any of the programs, such as book discussions, offered at the library?

Yes No 26. Have you ever attended any of the programs, such as book discussions, offered at the library?

27. How often do you have contact with other library board members between meetings?
_____Never
_____1-2
_____3-4
_____5 or more

Yes No 28. Are you presently a member of any other board or committee within your community?
If yes: How many?_____

_____29. How long have you lived in this community?

_____30. How long have you served on the board?

31. Please indicate the highest level of formal schooling that you completed._____

Yes No 32. Are you currently employed?
_____Full time?
_____Part-time?

Yes No 33. Are you now enrolled in or have you ever taken a formal course in library education? If yes, please specify._____
_____
_____

Yes No 34. Have you ever participated in any type of training to prepare you for serving on the library board? If yes, please specify.

_____

_____

_____



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## NOTES

1. Clifford E. Lange. "The Rural Public Library Trustee: A Preliminary Assessment," Library Trends 28 (Spring 1980): p. 589.

2. Ibid.

3. Virginia Young, "Duties and Responsibilities of Trustees," in The Library Trustee : A Practical Guidebook, 3rd ed., Virginia Young, ed., (New York : R. R. Bowker, 1978) : p. 10.



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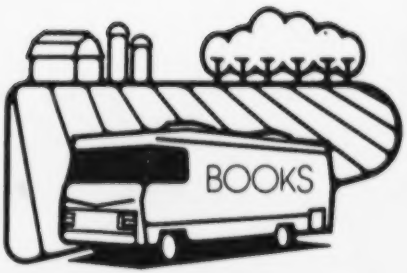


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# PUBLIC LIBRARIES/AGRICULTURAL EXTENSION AGENCIES POTENTIAL FOR COOPERATION

Sue Wanchock Lithgo
Durham, North Carolina

## Chapter I

## The Problem and its Setting

### Need for the Study

There is currently no known ongoing cooperation between public libraries and agricultural extension agencies. Knowing how common these agencies are and that their goals in important respects are similar, it would seem very likely that the public would benefit if cooperation did exist.

### The Background

Located in each of the 100 counties in North Carolina is a branch of the agricultural extension service. Also located in the counties are regional, county, independent municipal, and branch public libraries. In each of these branch organizations one will find either an agricultural extension agent or a public librarian. These people are responsible for disseminating information to their respective, often overlapping, audiences.

On the state level, the North Carolina Agricultural Extension Service is one of the services within the Schools of Agriculture at North Carolina State University and A&T State University. Its mission is to extend the Land Grant Univer-



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sity to the farms, homes, and people who would not otherwise benefit from the research and teaching on the university campus. The services are broken down into four areas: agriculture, community and rural development, youth and 4-H, and home economics.

Within the state library is the Public Library Development Section. The basic concern of this section is library service on the local level: to improve and equalize library service in all parts of the state. The Public Library Development Section is broken down into four categories of consultants. They are: the children's consultant, the young adult consultant, the adult/continuing education consultant, and the community relations consultant.

It is significant how closely parallel the organizations of these two agencies are, both in their locations and in their priorities in helping people on the local level.

The Statement of the Problem

This research is an exploratory study into the potential for cooperation between public libraries and agricultural extension agencies.

There are several questions raised in this study. Firstly, is there a need for them to cooperate? Secondly, what aspects of the mission of each organization deal with delivering information to county citizens? Thirdly, who carries out the mission and how? Lastly, what overlaps are there in the work done to carry out the mission?

The Delimitations

This study is limited to public libraries although a role



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can be seen for school and community college libraries.

## Chapter II

## The Review of the Related Literature

The literature review for this exploratory study was based on information retrieved from books, journal articles, online literature searches, published reports, proceedings, and state government documents.

Many of the journal articles were retrieved by searching Library Literature (from 1932 to the present) and the Bibliography of Agriculture. The state government documents were retrieved by searching the card catalog in the documents section of the North Carolina State Library. The following subject headings were searched: cooperation, library extension, rural libraries, college and university libraries--extension, library community relations, education, extension and advisory work and economics, development and rural sociology. The researcher examined the articles and documents which were available from local libraries and chose those articles recognized to be of value. After examination, only three documents and six journal articles were considered usable.

Heasley and Preston in their article "The Changes in Rural America" state that:

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> A need for increased interorganizational linkage exists. We would like to suggest that a linkage should be established between the rural library network and the Cooperative Extension Service network. The latter organization has offices in each of the approximately 3,100 counties of the United States. Furthermore, the goals of the two organizations are similar. Both seek to provide educational opportunities for their rural clientele.[1]

Libraries and extension agencies are similar in that both seek to provide educational information for their respective audiences. This mutual goal would seem to increase the possibility of cooperation between these two agencies. But, a review of the literature indicates little has been written about cooperation among public libraries and agricultural extension agencies.

Instead, there is an array of articles on extension departments within agricultural colleges with the purpose of "extending the use of a particular library beyond its immediate clientele" as stated by Marjery Bedinger in 1927.[2] The connection between the college library and the extension service is not well organized. What the relationship between these libraries and extension services should be is not entirely clear.

Present in the literature are publications indicating library cooperation with public agencies through information and referral (I&R) services. Marta Wolf states in her article, "Cooperation Between Libraries and Other Agencies in Information and Referral," that I&R services have expanded rapidly in response to the needs for linking service users to an increasingly complex arena of social services. This



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service, as explained by Wolf, is "that process that begins with the receipt of a request for services or information, includes a brief assessment of the situation, and concludes with the link of the client or patron with the proper resource."[3] For it truly to be a cooperative effort there would need to be included follow-up which in most cases does not happen.

On the organizational level, the School of Library Science at Clarion State College established the Center for the Study of Rural Librarianship during the early part of 1978. One of the focuses of the center's activities is the small public library. One of the objectives of the Center is "to stimulate imaginative thinking relative to rural library service."[4] This "imaginative thinking" could present ways in which public libraries could cooperate with agricultural extension agencies.

As indicated, there has been mention of cooperation between rural public libraries and agricultural extension agencies. Stanley A. Ransom, in his article "The Rural Imperative: New York's Public Library Systems Face the Challenge," writes that, "many rural systems work with Cooperative Extension Offices in supplying books, films, and other materials in such fields as wood heat, energy, and food preparation."5

As mentioned above, the goals of the two organizations are similar. The missions of public libraries as stated in North Carolina's Libraries, Their Role, Statements of Missions and Purposes is "to make available the recorded knowledge of



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civilization, in whatever format, to all citizens and thus promote and foster the free flow of information and ideas."[6]

In contrast, the mission of the Agricultural Extension Service as stated in the opening remarks in the People's Plan 87: Delivering Technology to the Citizens of North Carolina, the long-range program of the North Carolina Agricultural Extension Service, is: "Agricultural Extension is a dynamic educational agency which strives constantly to relate its resources to the needs of people."[7]

As indicated, the literature review did not show much written about cooperation between public libraries and agricultural extension agencies. The articles that do mention this cooperation are current and encourage researchers to look further into the possibilities. One such encouragement is stated by Heasley and Preston, "Rural librarians and Cooperative Extension Service personnel could work together...to provide appropriate and accessible educational services."[8]

## Chapter III

## The Research Methodology

The research methodology includes interviews with the directors of public libraries and agricultural extension agencies on the state and county levels. The researcher, through these interviews, explores (A) what cooperation exists among public libraries and agricultural extension agencies now, (B) what cooperation they would like to exist



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in the future, and (C) how this future cooperation could be brought about.

The Data

Two counties were chosen for the study: Wake County because of the availability of the directors of the State Library of North Carolina and the State Agricultural Research Service located at North Carolina State University, and Durham County because it was similar to Wake in many sociological and demographic particulars. The directors of the Wake County and Durham County Public Libraries and the chairmen of the Agricultural Extension Agencies were interviewed.

The researcher arranged, by telephone, an appointment for a personal interview with the state and county directors. If a director could not submit to an interview, the researcher asked the director to suggest an alternate. Approximately one week before the appointment, a follow-up letter (see Appendix A) was sent to confirm the interview time. This letter included a list of questions to be asked at the interview (see Appendix B). It was the plan of the researcher to tape record the interview with the prior knowledge of the interviewee. This was communicated by telephone when arranging the interview appointment.

The Treatment of the Data

Findings are presented in narrative form on the basis of the research problem, rather than reporting on individual answers. The researcher discusses what conclusions can be drawn from the collected data.



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## The Results

Five of the six people chosen to be included in this exploratory study consented to interviews. The sixth person, because of time constraints, referred me to a member of his staff. The state level personnel were the State Librarian and the Continuing Education/Staff Development director in the Agricultural Extension Service. The county level personnel were the two directors of public library systems and two chairmen of the agricultural extension service.

### A. Past and Present Cooperation

#### 1. Costs and Benefits of Cooperation

Costs and benefits refer to the efforts or sacrifices made to achieve an end. In the interview process, all of the respondents made references in terms of dollars and cents.

The respondent's comments on the costs and benefits involved in cooperation between public libraries and agricultural extension agencies varied. The state librarian reported that there is "no authority for cooperation" between public libraries and the agricultural extension service. He stated that cooperation between and among the same types of agencies (libraries, for instance) seems easier to get than cooperation between other agencies (schools and public libraries, for instance). The response of the state person within agricultural extension followed along the same thought lines, that there is "no formal letter of agreement" and "that it is not surprising because it is not typical for



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agricultural extension to have such a kind of formal understanding." However, she went on to say that the agricultural extension agencies operate in each of the 100 counties and the Cherokee Reservation as relatively autonomous entities, and that most cooperation would be at the local level and would vary according to the degree of urban population. This cooperation could exist by way of connections which have been built up between extension personnel and library personnel. The impression she receives from agricultural extension agents is that they would probably consider going to the public library for information.

Another factor she brought up is that public libraries and agricultural extension agencies "are different in some ways: of course...both are concerned about providing information to people who need it. But extension's mode of providing information and its reliance on the process of involving the clientele in the decisions about what are the problems that we need to find some sort of solutions for is very different from the way in which the library works." She went on to say that she thinks this is "a very significant difference and it certainly would not permit--or we would not encourage--cooperation unless the library was part of the advisory group within the Agricultural Extension Service."

On the county level, the directors of the public libraries both feel strongly that no costs would be involved in cooperative efforts. One public library director went on to say that he does not "feel that it should cost either agency to cooperate, both agencies are already funded, cooperation



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therefore should not be an additional cost, nor necessarily will it be less expensive if they cooperate." (Of course, cooperation would involve resources that could be used in other ways.) Furthermore, the missions of the two agencies are different. The agricultural extension people are far more specific in scope than public librarians. Each of the agricultural extension agents has his own area of expertise. The librarian is a generalist. The agricultural extension agents are truly specialized, and that specialization is going to differ from county to county. For instance, in Wake County, because of the urban/rural mix, the agents specializations will be broader in scope than in a sparsely populated rural county.

The other public library director stated that the cost involved would be staff time. The county personnel in the agricultural extension service view the costs of cooperation somewhat differently. They feel the costs are incurred by the citizens of the county indirectly through taxes.

About the benefits provided by cooperation, the state librarian stated that in 1977 "the North Carolina General Assembly added a new section to the powers and duties of the State Library giving it the responsibility to plan and coordinate cooperative programs between the various types of libraries within the State of North Carolina, and to coordinate state development with regional and national cooperative library programs." He stated that cooperation will occur "between and among the same types of agencies instead of with other agencies because it seems easier to get at than



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cooperation between other agencies." The state agricultural extension service person feels cooperation would be beneficial only if it does not cost much and only if extension initiated a specific project.

On the other hand, all four county level people saw definite benefits to cooperation. Both public library directors saw benefits to the users of both agencies. The same person could be a user of both the public library and the agricultural extension agency. This would allow more access to information. The two agricultural extension service people saw benefits in terms of more users of all services.

2. Factors limiting or prohibiting cooperation

Each of the six people interviewed had a different view concerning factors that would limit or prohibit cooperation. As previously stated, the state librarian is concerned with regional and national multi-type cooperation between and among the libraries. It is his responsibility as state librarian to initiate and administer any legislative change. The cooperation he spoke of between and among libraries was directly related to G. S. 125-2-10.[9]

The state agricultural extension person stated that "extension's mode of providing information and the reliance on the process of involving the clientele in the decisions about what are the problems that we need to find some sorts of solutions for and the way one goes about designing educational programs is very different from the way the library works."

One of the county public library directors feels that a limiting factor would be staff time. Also, she sees "turf problems and jealousy occurring." Her experience of working on a cooperative venture in the past taught her that, "many people believe or fear that by cooperating with other agencies that you will lose users instead of increase usage." But, she notes this has not been the case; in fact, there has been an increased usage of agencies through the Interagency Council this particular county has. The Interagency Council was started by the County School System. It is now an independent group coordinating all groups in the county which are educational or recreational in scope.

The other county library director had several views concerning limiting or prohibitive factors in cooperation. He has seen "failure of agencies to cooperate in the past, and the fact that perception by agencies themselves are separate and different, they don't have common goals. The internal structure that usually occurs in county departments makes them isolationists." They look out for themselves. Also, the agency itself is threatened by having to set up a new structure and a new leader.

One of the county chairmen for the agricultural extension service feels that a limiting factor in cooperation would be a loss of identity for agencies. The other agricultural chairman perceives two limiting factors. Firstly, there is different funding, because the county agricultural extension service receives money from the state and county governments. Secondly, the mission statement of the agricultural



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research service is different from the public library's, the mission statement of the agricultural research service being: "To diffuse [information] among the people." The agricultural extension service carries out this mission by providing materials on agriculture and home economics. The information is taken from the shelves of university and research libraries and organized into a package that can be used locally.

3. History of Cooperation

Five of the six agencies have cooperated in the past. The state librarian related that through the years (he was not sure when) materials on parenting were given to new mothers through the agricultural extension agents and may have been a county by county activity. All the other cooperation described by the respondents, between public libraries and agricultural extension agencies, has been recent and is still ongoing.

One of the public librarians mentioned that in past the state library worked with the agriculture extension agency to develop reading lists. The public library had the material on hand and made these materials available through the library and through bookmobile service. Also, the agricultural extension agents have brought and still do bring, 4-H groups to the public library for programs.

The other public library director told of a cooperative effort between the agricultural extension service and one of the branch public libraries. This cooperation consists of a



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children's librarian giving a story hour simultaneously with an agricultural extension agent giving a program to the mothers. In this same county the public library system and the agricultural extension service are acquiring property together to establish a County Office Park. The public library and the agricultural extension interviewees both requested separate buildings because of the different operations that will be going on. The library facility will house the administrative quarters and technical services. The agricultural facility will house the county agricultural extension services. The property they purchased is adjacent to a major road system. The library facility, being the distribution center for a multi-branch system, has to be near good transportation. The agricultural extension agency also needs good transportation access, because it will have many visitors. The public library and the agricultural extension service are sharing the same site, because one needs quick access going out and the other needs quick access for coming in. Other ways these agencies have cooperated are through sharing of facilities and through distribution of literature. The public libraries often provide space for the agricultural extension agencies to set up a case containing agricultural literature for the use of the people visiting the libraries. Also, the information and referral center in Wake County distributes and disseminates agricultural literature.

4. Funding



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None of the agencies have any existing money earmarked for cooperative ventures. Officials do, though, suggest possibilities for receiving money for cooperation. The state librarian said, "the only money that 'says' cooperation is the Library Services and Construction Act (LSCA), Title III." He proposed that LSCA could underwrite a cooperative effort with the agricultural extension service. The state agricultural extension service person suggested that it could be conceivable that the county would get a grant for some particular community development work, in which case she feels one should involve as many agencies as possible.

On the county level, the public library that acquired property along with the agricultural extension service to build the County Office Park could not have done so without the agricultural extension administration and the public library administration cooperating in this decision. And, because of this consensus between the two agencies, money was set aside for construction. This joint effort between the public library and the agricultural extension service gave both of them the opportunity to do what neither of them could have done alone.

Furthermore, this same county library director does not "think money should be the basis for cooperation." In fact, the library director feels strongly about agencies' cooperation in the use of grant monies. He considers how frequently grants are approached on the basis of "there is grant money out there, let's get some money." Next, the grant proposal is written on the basis of money available and not because

there is a program created. The library director suggested that there should be a program or an activity which one wants to present but can not due to funding problems. One should then find out if there are any grant funds available which will assist in making the programs available. If there are funds available, then apply for them. The director recommended that one always question one's motives in receiving funding from grants to see if it fits into one's programs goals and objectives.

The other public library director discussed the possibility of applying for extra money from LSCA if there was a particular program desired. All of the respondents felt there could be joint funding to serve a particular program.

5. Joint Planning

To explore the potential for joint planning the researcher asked if there were now any joint planning efforts, if there were any possibilities of joint planning and if there were any potential for joint planning. All of the respondents answered that they did not know of any existing joint planning between public libraries and agricultural extension agencies on the state or county level.

On the possibilities of joint planning, the state librarian did not forsee any joint planning because the agricultural extension service has a different mission. They have a mission of educating and informing people on specific topics. Plus, the agricultural extension agents should know about information sources in their community, one of which is



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the public library. The state agricultural extension service person saw no problem in cooperating in joint planning but only if there was a felt need or focus and only if extension initiated it.

One of the county public library directors stated "that there is not enough individual planning going on." He states that we should cooperate with other agencies in programs and not duplicate another's work. The librarian, who is a generalist, should call in the agricultural extension agent, who is an expert. This library director goes on to say that the mission of the public library is different from that of the agricultural extension service. The mission of the public library is to be the center that fosters and promotes the life of mind among the residents of the county. There many ways to do that, but "the primary way we are doing this is through books. The people of the county are telling us they want books." In meeting the mission all money and effort is going towards the acquisition, organization and dissemination of books. (The director points out that this concentration on the major functions is from In Search of Excellence.) The other county public library director-thought that the best route for cooperative planning was through the Interagency Council unique to her county.

Both agricultural extension service agents see possibilities for joint planning. One of them stated that it could be possible "for special efforts but not for total programs." This same chairman said it depended on the directors and department heads how joint planning would be done.

The other agricultural extension service chairman sees possibilities through the Community Education Network of his county. It is a group of cooperating agencies educating the community in life-long learning. Both the county agricultural extension service and the county public libraries are members.

As for the potential for joint planning, one county librarian stated that there is always potential. The other county librarian says that "planning should be separate but we should also be aware of and look at other agencies and that there should be joint planning in how we can cooperate."

6. Service

Another element investigated was services. The researcher felt that, to a limited degree, public libraries and agricultural extension agencies provide the same type of services. The state librarian does not think there is much overlap in services. All the research and basic knowledge that is disseminated by agricultural extension is known and held in other places. The agricultural extension service takes a wide range of information and tailors it and packages it to meet a need.

The state agricultural person said that the two agencies, to some degree, provide the same type of service. "Both have a purpose, at least in part, of disseminating information," but the agricultural extension agents "rely very heavily on the process of involving people early in the planning stage and where we go is contingent upon persons involved." She

also notes that libraries do much in developing resources and programming that deal with individual public library clientele.

Both of the county library directors agreed, to some extent, that the two agencies provide the same type of services. They commented that both agencies give out information, and that is the extent to which these two agencies provide the same type of services. One public library director pointed out that the public library provides more of the resources for information and that she does not think the services of the two agencies overlap. She stated, "I don't think we are doing the same things and don't think there is any duplication in services. I don't think what we're doing takes away from what they're doing."

The other public library director said the public librarians are generalists and the agricultural extension agents are specialists. He stressed that both agencies provide important county services, but "you can't replace the librarian with an agricultural extension agent and you can't replace the agricultural extension agent with a librarian." The public "librarian gives you the books and the agricultural extension agent tells you how to do whatever it is to do."

One of the chairmen of the agricultural extension service said it was true that services are of the same types to a very limited degree, in that both give out information. He went on to say that the agricultural extension agent on the county level goes into more depth, but still not as much as the researcher on the North Carolina State University cam-



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pus. In comparison, he thinks that the librarian is a generalist.

The other county chairman of agricultural extension believes both agencies provide the same type of services. He said both are making information available and educating the mind. The agricultural extension service is helpful to the public by "giving information, developing a skill and changing your attitude." He feels reading will do the same three things. This chairman is the only one who addressed the issue of the possibility of public libraries and agricultural extension agencies cooperating in carrying out services. He believes all agencies are going to have to cooperate in providing services because of money constraints. This chairman thinks there should be a Director of Community Education whose function is to oversee the cooperation of educational agencies, including the public library and the agricultural extension service.

7. Dissemination of Information

In exploring the possibility of public libraries and agricultural agencies cooperating in providing information services and products, the two state level people did not see any purpose in doing this. One reason is that the agricultural extension service "can't afford to produce and disseminate to a non-targeted audience all the bulletins and newsletters that they do produce." The state librarian feels that "in cooperation the professional librarians' knowledge of what they do and the agricultural peoples' knowledge of

what is available in public libraries may be as far as you need to go."

The public library directors were not sure how the two agencies could cooperate in providing information services and products. Both made mention of their respective information and referral publications that list agencies in the community. They suggested that the agricultural extension people could identify other agencies that could be included in the publications. One librarian noted that in smaller communities the two agencies would probably be better suited to cooperate, because they would be the strong powers in such communities.

One of the agricultural chairmen noted that the problem with sharing the responsibility of providing information products is that the updating of materials would be more difficult for the library. The agricultural extension service information packages are technical in nature and are constantly updated by the researchers on the university campus. The other agricultural extension chairman also saw difficulty for the reason that the "library stores their information in the library and the agricultural extension agent carries their information with them wherever they go."

### B. Future Cooperation

The second major part of the inquiry is future cooperation between public libraries and agricultural extension agencies and what the interviewees would like to see exist. The state librarian again restated that his agency is tied up in multi-



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type cooperation. The state agricultural extension service person thinks that "if someone wanted to develop a relationship with another organization that there is nothing standing in the way." But, again, if there are no obstacles there still has to be an incentive. If there is an incentive, one may think of libraries.

One of the public library directors mentioned that she has monthly meetings with the county commissioner as do the other department heads, including the chairman of the agricultural extension service. She said each county agency could find out exactly what the others are doing, and there could be some basis for cooperation on that level. Also, her library is trying to continuously utilize community resources to bring information to the people and even more so do the branch libraries. In fact, a couple of the branch libraries are calling on the agricultural extension agents to do programs in order to reach more clientele. The other public library director does not see the two agencies cooperating because of the difference in goals, internal organizational structure and leadership.

One of the agricultural extension chairmen thinks that if the county officials would make it known that they expect these two agencies to work together there would be more cooperation. The other county chairman for agricultural extension believes they need to continue to keep the public library updated on information that is available from them and that this is a form of future cooperation.



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1. Future Funding

The next area of investigation into future cooperation is funding. The state librarian said, "It is so easy to pontificate, especially from my seat, so I try to resist it. What I think about funding has no value at all any more than yours or anybody else's." The state agricultural person sees "no reason for funding." She does not "know why we would need funding unless there was a clear reason for funding."

One public library director stated, "Money should not be the basis for cooperation." The other public library director said if there were any funds for future cooperation she "wouldn't be asking for specific funding."

The agricultural extension chairmen both discussed what funding they would like to see exist for future cooperative ventures. One stated that as we make greater use of new educational tools, namely computers, perhaps there could be resource sharing to form a network, so the two agencies could pass information back and forth. The other county agricultural chairman thinks funds should be made available for cooperative efforts: "It would take planning and it would take studying before money could be shared by the public library and the agricultural research service."

2. Joint Planning

The next issue discussed is joint planning in future cooperation. The state librarian said he knew there was "cross-pollination and that planning in state government is not done in a vacuum." There is in the department of admin-

istration a planning section that coordinates various kinds of planning, and there is a great deal of interagency cooperation in planning. He went on to say that he does not believe the agricultural people have a central place to store materials, except for pamphlets. He thinks the public library would be a logical place, as the public library has a rack for materials supplied by the North Carolina Bar Association. The extension agents could use their public libraries to house a lot of materials and make them available. The public library is receptive to allowing public and private organizations to provide information packages for dissemination.

Only one agricultural extension chairman saw any need for joint planning. He saw a definite need for the two agencies to plan a way to match the two systems up online to increase the accessibility of information for the people. He also suggested that he would like to see more joint planning in establishing small places for people to use for programs and meetings.

3. Future Services

Another area examined for future cooperation was services. This was one area which all but one respondent thought should be shared. The state librarian made the observation that the agricultural extension service does not have a central place to store information. He proposed that the agricultural extension agents make their publications available through the public libraries. The state agri-



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cultural person advised that the public libraries help by having supplementary texts available to support the agricultural extension programs.

One public library director asserted that he would not like to see services shared but rather contact points with the public shared. "We should assist each other in letting our clients know about the other." He maintains that there are "some real turf problems when you start getting involved with different agencies. Who is going to be in charge? Who will administer it? 'If you are going to administer then we are not going to have anything to do with it.' Our cooperation should be through referring the customer to the other agency. This is non-threatening to the internal organizations of the two agencies." He went on to say that there should be sharing of facilities but no sharing of personnel.

Both agricultural extension chairmen believe there should be future cooperation in services. One simply stated that the public will eventually demand cooperation in services on the county level. The other asserted that the services that should be shared are access to buildings and computers, and this cooperation will make services broader. Also, he maintained that, as society gets more interested in life-long learning, the public library and agricultural extension could cooperate in providing this service. He also maintained that, as the population grows and becomes more diverse, more agencies will have to cooperate in providing services to all. In his view of future events, he discussed how the county manager will become administrator of coopera-

tive services among all agencies.

The library director who thought services should not be shared stated: "I don't think we are doing the same thing and don't think there is any duplication in services."

4. Dissemination of Information in the Future

The last area of future cooperation explored is dissemination of information. The state librarian does not see any future cooperation with the agricultural extension service in disseminating information. He explained that "We have a rather traditional view of what the public library's business is. It is to be an educational institution, an information agency, provider of cultural enrichment and serve a recreational function." Each public library should have all information it can get that is pertinent to its community. The library services are planned by the seventy public library systems in North Carolina after analyzing their communities. There is hardly a community without a rural agricultural element, and information relevant to this part of the community should be available in the public library.

The two public library directors suggested that the agricultural extension agents be aware of the resources available from the public libraries. One library director also discussed how the librarians could ask the extension agents whether there is anything the public library could purchase of a general nature that could be made available to the agricultural extension service customers. One of the agricultural extension chairmen suggested that public officials

should be more knowledgeable of what the two agencies could do through cooperation. Through this effort there could be more sharing of facilities and equipment and information.

## Chapter V

## Conclusions

Keeping in mind that this study is exploratory and based on only six interviews the following observations are offered.

In the potential for cooperation between public libraries and agricultural extension agencies, size and composition of the county may be a factor. In the large, mostly urban counties, cooperation will be less likely because the county departments tend to become isolated due to the variety of resources in that area. For example, in Raleigh, county seat of Wake County and capital of North Carolina, there are an assortment of government and private organizations, and several institutions of higher education, as well as state and county libraries and agricultural extension services. These agencies are not oriented towards cooperation, as they have an established clientele whose needs they are designed to meet. However, the public librarian and agricultural extension agents should still be aware of all information agencies in their community. In the smaller, mostly rural counties, cooperation will be more likely to exist, because the public library and the agricultural extension agency will probably be the two strongest agencies in the county. This



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cooperation will occur because of the relationship built up over the years between the public librarians and agricultural extension agents due to the limited resources in a sparsely populated area.

The difference in missions is factor tending to limit or prohibit cooperation. The public library serves the function of making available information, in whatever format, to all people of the community, and thus promotes and fosters the life and minds of the citizens. In contrast, the agricultural extension agency deals with the process of involving the individual in the solution of the specific problem. The librarian is concerned with matching the customer with the information he wants or needs. The agricultural extension agent is concerned with finding the proper action to eliminate the problem and teaching the customer how to do it.

In speculating on the potential for joint planning, two different organizations were mentioned that would do the planning for agencies that wanted to participate. The first is the Interagency Council. It is an independent group which coordinates all groups in the county which are educational or recreational in scope. The public library is a member. The second organization is the Community Education Network. It is a group of cooperating agencies educating the community in lifelong learning. Membership is open to any agency or group offering educational, recreational or life-supporting services to the community. The public library and the agricultural extension agency are both members.

If these two organizations, the Interagency Council and



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the Community Education Network, were available in some form in all 100 counties in North Carolina this would offer a potential for joint planning for all. This would allow for coordination of programs,thereby increasing awareness and attendance.

The types of services provided by the public library and the agricultural extension agency differ. The librarian is a generalist and provides information in whatever format it is available. The agricultural extension agent is specialist. The agent tells the client how to perform whatever task he has set out to accomplish.

The way the two agencies carry out their missions is a factor in cooperation in providing services. The public library has a central storage area where material is kept. The agricultural extension agency lacks a central location for housing all materials except pamphlets, so it relies on other agencies to distribute its literature. An outcome of this is that agricultural extension agencies depend more on the public library for sharing resources and facilities. The reliance of the agricultural extension people on the library could result in overlapping audiences. Public libraries and agricultural extension agencies are both important organizations within a community. The more these two organizations share resources and facilities the more an overlap in users will occur.

This exploratory study is only the starting point for further research into cooperation between public libraries and agricultural extension agencies. Research needs to be



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conducted in the following areas: formal cooperative efforts between these agencies in sparsely populated rural counties, identification of all the information resources in a urban county, grant money available for funding of a specific program, joint planning through one organization which would coordinate all educational and recreational agencies in a county, possibilities of having an employee in county administration department responsible for cooperation between all educational agencies.



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Appendix A--Example of Follow-Up Letter

39 Oakwood Drive
Chapel Hill, NC 27514
February 22, 1985

Dear Library Director:

I am the graduate student attending the School of Library and Information Science at North Carolina Central University in Durham, who spoke with you on February 22, 1985. I am looking forward to our interview on March 11, 1985 at 9:30 a.m. as we arranged by phone. Enclosed you will find a copy of the questions I plan to use during the personal interview.

As part of the master's degree requirement, I am conducting an exploratory study on the potential for cooperation among public libraries and agricultural extension agencies. It is my intention to interview personnel on the state and county levels.

The information received will be used only for this research project. If you wish to be "off the record" at any point, I shall honor that request. I would like to tape record our interview since it will permit accurate reporting.

Thank you for your cooperation.

Sincerely,

Enclosure



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Appendix B--Personal Interview Questions

PLEASE REVIEW THE FOLLOWING QUESTIONS PRIOR TO THE INTERVIEW

I. Current Cooperation--What cooperation exists among public libraries and agricultural extension agencies?

A. Cooperation

1. Please discuss the costs and benefits of cooperation between public libraries and agricultural extension agencies.

2. Are there any factors you feel limit or prohibit cooperation?

B. History of Cooperation

1. Have you in the past cooperated with any public libraries or agricultural extension agencies?

2. Explain any past cooperation between public libraries and agricultural extension agencies.

C. Funding

1. Do you know of any existing money for cooperative efforts?

2. Discuss the possibilities of receiving money for cooperation.

D. Joint Planning

1. Is there now any joint planning between state/county administration in public libraries and agricultural extension agencies?

2. Discuss the possibilities of joint planning by public libraries and agricultural extension agencies.

3. What is the potential for joint planning by public libraries and agricultural extension agencies?



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E. Services

1. It seems to me that, to a limited degree, ofcourse, public libraries and agricultural extension provide the same type of services. Do you think this is at all true?

2. If you agree with the above, discuss the possibility of public libraries and agricultural extension agencies cooperating in carrying out these services.

F. Dissemination of Information

1. Discuss the possibility of public libraries and agricultural extension agencies cooperating in providing information services and products; for example, HELP for the Citizens of Wake County published by Wake County Information & Referral Center, and Extension Teletip published by North Carolina Agricultural Extension Service.

II. Future Cooperation--What cooperation you would like to exist between public libraries and agricultural extension agencies?

A. Cooperation

1. Discuss your views on what cooperation you would like to see exist, if any, between public libraries and agricultural extension agencies.

B. Funding

1. Discuss what funding you would like to exist for cooperation between public libraries and agricultural extension agencies.

C. Joint Planning

1. Discuss what joint planning you would like to exist between libraries and agricultural extension agencies.

D. Services

1. Discuss the services you would like to see shared between public libraries and agricultural extension agencies.

2. How should they be administered and delivered?

E. Dissemination of Information

1. Describe what you would like to see exist between public libraries and agricultural extension agencies in your handling of information.

2. Discuss what cooperation you would like to exist between public libraries and agricultural extension agencies in providing information services and products.



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3. Marta Wolf, "Cooperation Between Libraries and Other Agencies in Information and Referral," Public Libraries 20 (Summer 1981), p. 61.

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5. Stanley A. Ransom, "The Rural Imperative: New York's Public Library Systems Face the Challenge," The Bookmark 38 (Spring 1980), p. 362.

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# PLANNING FOR JAIL SERVICE IN FREDERICK COUNTY, VIRGINIA: A STUDY

Thomas Repenning
St. Mary's College Library
St. Mary's City, Maryland

## Background

Early in August 1983, the Handley Library in Winchester, Virginia was asked to provide library services to the jails within its service area. There are two jails within the service area--a women's facility in Clarke County, and a men's facility in Frederick County. Both of the jails are maximum security facilities. Most of the inmates stay for less than six months.

In answer to this request, a meeting was held with the Board of the Library at which they consented to the service. A meeting was then called with the wardens of the two jails. Plans were made to begin service with book van visits every other week. This service could only be provided to the Frederick County jail due to problems of security at the women's jail. It was decided to plan service for the men's jail and postpone service to the women's jail.

## Proposal for Service

The proposed plan is to place a core collection in the Frederick County jail. This core collection will consist of about two hundred books which will include a basic reference collection. (See Appendix) The rest of this core collection



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will consist of fiction and non-fiction materials in paperback. A list of this core collection will be made and distributed to the inmates. The existing collection in the jail will be weeded by the library staff and proper shelving placed in the jail.

The library will also supply reference service by phone and through the mail. Reference questions will be answered in writing (except phone questions) and sent with the book van librarian.

The dates of the library service, as well as the library's phone number will be given to each inmate as he enters the facility. A survey of the inmate's reading interests was conducted, so meaningful items will be selected. The resources of the Handley Library (i.e. the circulating collection) will be available to the inmates. All materials will be checked out to the jail and not to the inmates themselves, but the inmates will be held responsible for the materials given to them and may forfeit use of materials at the discretion of the book van librarian.

Review of the Literature

The need for a survey of the reading interests and information needs of the inmates is well documented in the literature. The populations of jails do not have the same characteristics as the population in general. These people can generally be described as poor, ethnic minorities. Their education level is lower than the general population, and many are mentally disturbed. Due to the circumstances of the



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penal system in this country, this population is housed in single-sex institutions with adverse living conditions.[1]

Overall, people in prisons are the most information poor people in our society.[2] Vogel found that inmates have important information needs due to their isolation.[3] But, some of these needs can be met if good library service is provided. One of the major stumbling blocks to providing good library service is that service has been based on the educated guesses of librarians and the personal experiences of administrators at these institutions.[4] This trend has been changing during the last decade. More research is now being done to assess the needs of inmates.

The recent literature points to inmate involvement in the selection of library materials. Souza found that the successful prison library has a basic collection that is in tune with the abilities and needs of the inmate population.[5] Rhea Rubin, who overcame many difficulties in establishing service to the Cooke County Illinois Jail System, believes that book selection must be based on the needs and wishes of the inmates.[6] Richard Barclay, head of Bristol Virginia Jail Services, has found that the best selection policy is to "give them what they want."[7]

There is wide agreement on the fact that inmate needs must be considered in the selection of materials. But, there are several methods of finding out what the inmates want and need. Several librarians have used inmate advisory committees.[8] This is not a good approach if the population is in constant change as it is in local jail populations.



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The American Library Association's, Association of Specialized and Cooperative Library Agencies offers suggestions. They list three methods of determining inmate needs: 1) informal personal contact with the inmates, 2) use of existing institutional data, 3) a written survey of inmate needs.[9]

The survey method seems to be the most widely reported in the literature. One of the more comprehensive and often cited surveys was conducted by the Maryland Department of Public Safety and Correctional Services. The Library Coordinator, Brenda Vogel, suggests an information needs survey and not a reading interest survey, because a large number of inmates are illiterate and will not be served by a reading interest survey.[10] Her staff developed an open ended response survey that was administered personally. This method allowed them to discover the true needs as the inmates expressed them. Coding schemes were developed to quantify responses. Overall, the group concluded that the survey did provide guidance in upgrading library services.[11]

The RSA Library at the Virginia State Penitentiary conducted a library users survey. This written questionnaire was sent to inmates. The response rate was only 16.4%. The low response rate was attributed to a number of factors. These were: 1) the survey was too long; 2) many inmates are borderline illiterates and possibly were not able to read the survey; 3) there were only a few days to complete the survey; 4) the inmates were apathetic about the project. It was also noted that some responses were not in line with daily library



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use observations.12

In Texas, Connie House conducted a survey of discussion groups at two correctional facilities. This was a printed questionnaire which measured the respondent's reading habits and general characteristics. House warned that no subjective speculations or interpretations of the data were made. There was only a very small sample selected.[13]

Sandra Scott conducted an information needs and reading interest survey of the adult prisoners in New Mexico. Noting the importance of information needs analysis, Scott took a mixed approach. Some questions were geared towards the information needs of the inmates, while others asked about the reading interests and library use habits of the inmates. In this study, the interview was the preferred setting, but due to cost, it was not feasible. A written questionnaire was developed with only a few open-ended questions. The survey was administered to 314 inmates by correctional administrators and staff. There was a 100% response rate.[14]

The literature dealing with library service to correctional facilities is quite extensive. There are many examples of surveys used in state or regional prisons. These institutions do have fairly static populations. Stays are long, and therefore, the population has members who will be there for some time. Often these institutions have established in-house libraries.

The local jails, on the other hand, have constantly changing populations. This makes the survey method for determining inmate needs more difficult. There is little



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literature dealing with surveys in local jails. It seems the needs of this group are determined in a more casual manner, if at all.

The Survey

There were forty-two inmates included in the population. Due to a problem with arranging individual meetings with each inmate, the questionnaire was handed to each inmate who wished to participate. All inmates were asked to participate. Twenty-two inmates responded for a 52% response rate.



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HANDLEY LIBRARY SURVEY

1. What kinds of things do you think it important to know about? _____
_____
_____

2. What kinds of information were important to you on the outside that are not available to you now? _____
_____
_____
_____

3. Which of the following is the most important for you to know about? (What is the most important one?)

   A. Legal information, information about your case, or about your rights.

   B. Information about getting yourself together, or educated.

   C. Information to help people on the outside, like help for your family.

   D. Medical information.

   E. Information about jobs, working, money, benefits.

   _____ Give letter.

4. When you have free time what do you prefer to do?

   ___Study
   ___Read a book or magazine
   ___Talk to friends
   ___Write letters
   ___Play cards or other games
   ___Watch TV or listen to radio
   ___Sleep
   ___Other _____
   _____

5. Do you read? ___Yes ___No
   If so, which of the following is a reason you read?

   ___For information
   ___For employment
   ___For enjoyment
   ___To help with school
   ___To learn to do something
   ___To get your mind off problems
   ___Other _____
   _____

6. There are different types of things to read. Which type of things do you like to read?

   ___Paperback books
   ___Hardback books
   ___Comic books
   ___Newspapers
   ___Magazines
   ___Others _____



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7. Do you read a newspaper? ___Yes ___No

   If yes, how often? ___Every day ___Sundays only
   ___Few times a week ___Less than any
   ___About once a week ___of the above

8. What magazines do you like to read? _____
   _____

9. What kinds of information are important to you in papers and magazines? _____
   _____
   _____

10. Here is a list of books. Please check those that you like to read.

    ___Best Sellers
    ___Classics
    ___Westerns
    ___Mysteries or detective stories
    ___Thrillers
    ___Science fiction
    ___Romances
    ___Adventure stories
    ___Poetry
    ___Beliefs: Religion, philosophy, the occult
    ___Understanding yourself and others
    ___People and places: History, travel, biography
    ___Books about America: Politics, society, culture
    ___Science and Technology: How things work
    ___Outdoors: Plants, animals, the environment
    ___Arts and crafts
    ___Hobbies and do-it-yourself
    ___Sports, games, sports players
    ___Books about: minorities, women, other groups
    ___Humor
    ___Other_____
    _____

11. What was the last grade you completed in school? _____

12. What age were you when you left school? _____

13. How old are you now? _____



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## Results

### Question One

The inmates were asked to list those kinds of things they thought it important to know about. Seventy-seven percent responded to the questionnaire. The responses included: drug and alcohol rehabilitation, environment, family, God, law/rights, living a normal life, the occult, philosophy, sports, staying out of trouble, war, work, and world events.

### Question Two

There were 15 responses (68%) to the question dealing with the kinds of information important to know about on the outside that are not available on the inside. The responses included: astronomy, family problems, future goals, geography, girls, government, jobs, law, outdoor life, sports, and weather reports.

### Question Three

Those answering the survey were asked to indicate which of five different areas of information it was important for them to know about. Table 1 shows the results.

### Question Four

Participants were asked to indicate what they preferred to do during their free time. The responses are shown in Table 2.



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Table 1

Most Important Type of Information

| Response | Frequency | Percent |
|---|---|---|
| Legal information, information about your case, or about your rights | 12 | 54.0 |
| Information about getting yourself together, or educated | 11 | 50.0 |
| Information to help people on the outside, like help for your family | 1 | 4.5 |
| Medical information | 0 | 0.0 |
| Information about jobs, working, money, benefits | 6 | 27.2 |

Table 2

Use of Free Time

| Response | Frequency | Percent |
|---|---|---|
| Study | 5 | 22.7 |
| Read a book or magazine | 14 | 63.6 |
| Talk to friends | 8 | 36.3 |
| Write letters | 13 | 59.0 |
| Play cards or other games | 10 | 45.4 |
| Watch TV or listen to radio | 8 | 36.3 |
| Sleep | 4 | 18.0 |
| Other (painting) | 1 | 4.5 |

Question Five

When asked if they read, twenty respondents (91%) indicated that they do, while only 2 (9%) answered no. Those surveyed were also asked to indicate the reasons that they read. The results can be seen in Table 3.



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Table 3

Reasons for Reading

| Response | Frequency | Percent |
|---|---|---|
| For information | 11 | 50.0 |
| For employment | 3 | 13.6 |
| For enjoyment | 13 | 59.0 |
| To help with school | 1 | 4.5 |
| To learn to do something | 7 | 31.0 |
| To get your mind off problems | 12 | 54.5 |
| Other (Pass the time, exercise the mind, like to read) | 3 | 13.6 |

Question Six

The population was asked to mark a list of reading material types to indicate their preferences. These are shown in Table 4.

Table 4

Types of Materials

| Response | Frequency | Percent |
|---|---|---|
| Paperback Books | 14 | 63.6 |
| Hardback Books | 9 | 40.9 |
| Comic Books | 6 | 27.2 |
| Newspapers | 15 | 68.1 |
| Magazines | 15 | 68.1 |
| Other | 0 | 0.0 |



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Question Seven

When asked if they read a newspaper, 21 (95%) said yes, while only 1 (4.5%) said no. Respondents were also asked to indicate how often they read the paper. This is shown in Table 5.

Table 5

Newspaper Reading

| Response | Frequency | Percent |
|---|---|---|
| Every day | 18 | 81.8 |
| A few times a week | 1 | 4.5 |
| About once a week | 0 | 0.0 |
| Sundays only | 0 | 0.0 |
| Less than any of the above | 1 | 4.5 |

Question Eight

All those responding to the questionnaire listed magazines they like to read. Those periodicals were: Easy Rider (four responses), Penthouse (four responses), Playboy (four responses), American Law Review, Arts and Crafts, Cycle Guide, Field and Stream, Guns and Ammo, Heavy Metal, Hot Rod, Life, Mechanics Illustrated, Omni, Outdoor Life, Popular Mechanics, Science Digest, Smithsonian, Sports Illustrated, Time, and nine other publications.

Question Nine

When asked about important information in the papers and magazines, twenty respondents (91%) listed the following: comics, hunting issues, information about people in trouble,



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jobs, law, local events, medicine, news and sports, science, styles of dress, want ads, and world events.

Question Ten

Table 6 shows the responses to the question dealing with the types of books the respondents like to read.

Question Eleven

The median response for highest grade completed was the eleventh grade. The range ran from grade six to college.

Question Twelve

The respondents reported ages ranging from thirteen to twenty-three at the time they left school. This corresponds to a median age of seventeen.

Question Thirteen

The median age of the respondents was twenty-one with a range of eighteen to fifty.



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Table 6

Subject Preference

| Response | Frequency | Percent |
|---|---|---|
| Best Sellers | 9 | 40.9 |
| Classics | 5 | 22.7 |
| Westerns | 6 | 27.2 |
| Mysteries or detective stories | 7 | 31.8 |
| Thrillers | 9 | 40.9 |
| Science fiction | 6 | 27.2 |
| Romances | 4 | 18.1 |
| Adventure stories | 11 | 50.0 |
| Poetry | 7 | 31.8 |
| Beliefs: Religion, philosophy, the occult | 8 | 36.3 |
| Understanding yourself and others | 6 | 27.2 |
| People and places: History, travel, biography | 9 | 40.9 |
| Books about America: Politics, society, culture | 5 | 22.7 |
| Science and technology: How things work | 5 | 22.7 |
| Outdoors: Plants, animals, environment | 15 | 68.1 |
| Arts and crafts | 6 | 27.2 |
| Hobbies and do-it-yourself | 9 | 40.9 |
| Sports, games, sports players | 13 | 59.0 |
| Books about: Minorities, women, other groups | 6 | 27.2 |
| Humor | 7 | 31.8 |
| Other (Historical fiction, classics, magazines, law, yoga) | 4 | 18.1 |



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Conclusions

Though the survey method had to be changed due to the problems with interviewing the inmates, it is believed that the results will be valuable in providing service to the jail. At this stage of the service, the library can only provide reading materials and reference services. The non-readers who could not complete the survey can still be served by the reference services. The librarian will have to make a point of telling the inmates at each visit of the availability of reference service.

The results of the survey indicate that the core collection placed in the jail should contain materials that include legal reference and psychological self-help books. There should also be light reading materials covering a broad range of subjects, including materials about sports and the outdoors. Adventure stories, thrillers, and best sellers should also be represented.

The respondents indicated a great demand for newspapers and magazines. Any magazines, but especially those dealing with sports, motorcycles and women should be obtained by donation. The problem of equal access for all inmates precludes the library from purchasing magazines. Newspapers are purchased by the inmates, and for the same reason as magazines, will not be purchased by the library.

The materials supplied should, above all, provide entertainment, but there should also be informative materials. Paperbacks are preferred and are the least costly type of material. As much material in paperback as possible



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should be obtained.

There is some question as to the correctness of the grade completed response. The personnel feel the grade level is somewhat lower. Therefore, it seems the materials obtained for the inmates use should mostly be written for a second-year high school student, but there should be some range of reading levels among the materials.

Evaluation

In an effort to evaluate the service provided to the Frederick County Jail, some measurement methods must be implemented. Circulation statistics would be one of the best tools to measure effectiveness. It will be the responsibility of the book van librarian to maintain a rough record of the types of books circulated. This can be done using the simple tally sheet used by the library for its regular circulation. It was decided that books will not be charged out to individual inmates, but rather to the jail service. Paperback books will not be controlled in any way. Paperbacks will just be distributed upon demand.

After six months of service, the inmates will be surveyed again. The same survey should be used, to determine whether the needs of the population have changed. The six month survey will be used by the librarian to make adjustments to the core collection. After nine months of service, another survey should be made. This can be a simple survey in which inmates are asked to evaluate the service. The six month survey, the nine month survey, and circulation statistics



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will be used to evaluate the effectiveness of the service in meeting the needs of the inmates.

Due to the nature of the population (i.e. one in a constant state of change), it will be very important for the librarian to be aware of special needs and of dissatisfaction within the population with regard to the service. The librarian, the Director of the Handley Library, and the reference librarian will meet quarterly to discuss the general level of service and any problems. After one year, these people, along with the warden of the jail and the Jail Project Coordinator, will meet to evaluate the service and plan future service.



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Appendix

## REFERENCE WORKS FOR CORE COLLECTION

Bartlett's Familiar Quotations

Black's Law Dictionary

Guiness Book of World Records

Occupational Outlook Handbook

Random House Encyclopedia

Secretary's Handbook

U.S. Government Organization Manual

Webster's Third Unabridged Dictionary

What Color Is Your Parachute? (job hunting materials)

World Almanac

World Book Encyclopedia

Source: Library Development Branch, Virginia State Library



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5. Sandra J. Souza, "Providing for Prisoners in Massachusetts," Wilson Library Bulletin 51 (February 1977), p. 526.

6. Rhea Joyce Rubin, "Libraries in the Cooke County Jails," Illinois Libraries 56 (September 1974), p. 538.

7. Richard Barclay, "Jail Service by a Small Public Library," Wilson Library Bulletin 53 (September 1978), p. 32.

8. Peter Losi, "Institution Library Service at Buffalo and Erie County: or, Yo! Library Man," Bookmark 38 (Winter 1979), p. 81.

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10. Brenda Vogel, Maryland Department of Public Safety and Correctional Services, personal interview, Baltimore, April 4, 1984.

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13. Connie House, Matching Library and Inmate: Determining Inmate Interest in Order to Better Refine Library Services (Huntsville, TX: Texas Department of Corrections, 1975), passim.

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# EXTENDING LIBRARY SERVICES TO EXTENDED CAMPUS PROGRAMS

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Distance and dispersion have been the bane of rural Americans seeking educational and cultural opportunities. The scope and the interest in their rural information needs have been neglected until recently, when the 1980 census documented the demographic shift into rural areas. Sociological examination has shown that rural adults are continuing their education as a means of dealing with impacting technology, changing employment patterns, and fulfillment of personal and professional goals. Often this post-secondary education is sought within the rural community environs through off-campus courses.

In an effort to provide education which is convenient in terms of time and location, institutions of higher learning hold programs at sites away from the main campus. These programs comprise what is sometimes called distance education with off-campus, or extended campus courses. The students are referred to as external or extension students. Characteristically, they differ from on-campus students. "Their average age is 33-35, most are employed full-time, and they tend to be highly motivated. They are generally in classes that parallel those on campus, but their environment is different. Classes are held at night, once or twice a week, in a classroom that might be in a community college,



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a high school, or even in a library. The instructor is available for consultation only on class days and otherwise might be a long distance call away. In rural communities, library resources may be few and may be in more than one location, such as in the public library and in the community college library." (Johnson, p. 77.) In addition, the external student may be further disadvantaged by an isolation from his classroom peers. Given his full-time work schedule and the geographic distribution of his fellow classmates, he may have limited opportunities to communicate academically with others. This notion of singularity may be further influenced by the gap of 5-20 years that an off-campus student has experienced since his high school graduation from formal studies. He may feel insecure and inadequate with his present learning/study strategies.

The external student paying the same tuition as the on-campus student necessarily has the same expectations of quality education, proficient instructors, and relevant resources. The focus of this article is to examine off-campus library services relative to the issue of relevant resources. What is the responsibility of the educational institution for providing library support services? What are the necessary conditions for adequate services apropos of standard management practices? What kinds of services are being provided as off-campus library programs?



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> As early as 1931 The American Library Association acknowledged the handicap that off-campus students suffered from the lack of book material. At that time the ALA surveyed institutions that offered extension classes. In most cases the local libraries were expected to serve the needs of those students. ALA found that few institutions accepted the responsibility for service to their own students and recommended at that time that the colleges and universities inform the local public libraries of their extension activities and send books from the university to their local libraries. (Forrest, p. 12.)

The ALA did not distinguish urban from rural off-campus library services. Today as in the past, urban extension students have available to them many places to get information, such as commercial bookstores, academic libraries of other institutions located in the city, special libraries, and a broad range of government and social agencies. Clearly, when the home institution refuses supportive library measures to the external student, those located in rural areas experience greater impediments to securing needed information.

By addressing this charge of accountability to the university and its library, the ALA philosophically recognized the unreasonable duality expected of the public library. Today, we better understand why one library type cannot substitute for another. "Public, university, college,-school, and special libraries may generally adhere to the same group of basic principles of collection development, but the specific objectives of these types of libraries are not identical. The libraries operate in different environments, serve different groups of people, and often collect different types of materials." (Bonk, p. 25.)



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The 1967 ALA guidelines reiterated the responsibility of the colleges and universities toward off-campus students by calling for: regular and adequate funding of library programs; the provision of services by a professional librarian; journal materials, indexes, reference materials, and collateral reading. (American Library Association, pp. 50-53.) Besides changing the title from "Guidelines for Library Services to Extension Students" to "Guidelines for Extended Campus Library Services," the new 1982 revision expanded the scope of library services and offered a broader concept of inclusion in programs.

ALA recognizes the following six components of a library program as necessary conditions for adequate services:

1) Planning--the library should identify the information needs of students and faculty in extended campus programs, and arrange to meet these needs.

2) Finances--the library should provide continued financial support for addressing the needs of the extended campus community.

3) Personnel--qualified library personnel should be employed to plan, implement, and evaluate library programs addressing the needs of extended campus students and faculty.

4) Facilities--the library should provide facilities and equipment sufficient in size, number, and scope to attain the objectives of the extended campus program.



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5) Resources--access to library materials in sufficient number, scope, and format (print and non-print) should be provided.

6) Services--those offered to students and faculty in extended campus programs should be designed to meet effectively a wide range of different informational and bibliographic needs.

Each of these six elements is substantiated with recommended actions, qualifiers, or measures through which implementation should be approached.

The guidelines serve as a framework without placing prescriptive limitation or normative restrictions on their enactment. They allow for flexibility and diversity appropriate to the defined needs of varying instructional programs. As Gerard B. McCabe stated at the 1982 Off-Campus Library Services Conference, "These 'guidelines' are quite specific on the scope of services. Carefully thought out, their obvious intent is to advocate provision of fully adequate services. The implication is clear, library service for extension or continuing education students should be equal in quality to the service on the home campus." (McCabe, p. 15.)

If no program is in place to serve the needs of the external students, a proposal is the first step in initiating one. Mary Ann Walker and Marjo Maxwell, both participants at the previously cited conference, offer some practical suggestions to follow. I suggest them to you in summary form as the best advice on how to start that can be found in the



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current literature. Talking to library colleagues--local, area, and statewide--is a way of getting valuable information, of learning firsthand from the philosophies and experiences of others. Read the archival literature about the institution; mission statements and other statements in college catalogs, newspapers, and other printed matter that details the institution's philosophy of service will help formulate your basic assumptions. Look for specifics about the off-campus program, such as number of students, total credit enrollment, differential tuition, other applicable student services, etc. Carefully study the course descriptions in the college catalog and any available course syllabi with particular attention to library oriented assignments. Consult with the off-campus teaching faculty, discussing specifics of the course offerings. When writing the proposal give examples of specific courses and suggestions of library support for these courses. Survey the local library resources by on-site visits, noting collection strengths and weaknesses as the affect off-campus students' needs. Explore the options. Consider several levels of library support in terms of range of funding requirements, personnel requirements, and complexity of services. Know the ramifications of each level of service. Finally, present the proposal in detail with an accompanying budget that includes: staffing requirements and costs, travel allowances, equipment considerations and costs, postage, materials costs, telephone expenses, and computer costs for database searching. Recognize that the proposal can be imple-



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mented in phases and adopt suitable time lines for various phases. (Walker, pp. 27-33.)

One of the most basic ways to integrate library support into off-campus programs is to provide resources at the site. As the "Guidelines" suggest, a professional librarian is charged with the responsibility of developing and maintaining this out-of-house collection. Webster University, in St. Louis, offers local, national, and international educational programs employing this delivery system of service.

> For each area of concentration available in the program, a core collection of books is developed and updated by the faculty in the discipline, members of the University administration, and the University librarian. In developing the collections, attempts are made to include materials which would not likely be available in the local area and to avoid duplicating available resources. These books are placed at the site for the duration of the program and circulate to students and faculty. (Luebbert, p. 61.)

Access to these fully cataloged materials is through a card catalog representing the complete and current collection as it temporarily exists. In addition to books, the Webster collection houses 16mm films and a select grouping of journals from each discipline area.

The approach just presented can work even if there is no library at the off-campus site. Off-campus sites which have a library can facilitate the task of housing main campus resources for external students. Webster University, for example, provides services in both settings. Some of the Webster sites are located at military installations where established base libraries operate. University library materials are accepted into the military collection and the



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base librarian assumes custody for the designated loan period. The process of loaning materials may be simplified and the program enhanced by the availability of a professional in this kind of service structure.

Since Webster University deliberately attempts to avoid duplication of local resources, there is an assumption that students may have to visit local libraries for some basic tools. As members of a community, they usually are not charged for borrowing privileges; however, if users' fees are charged, the university assumes the costs for students. (Luebbert, p. 61.)

Sometimes non-academic considerations, such as spatial limitations, inconvenient access, security liability, and circulation management, prohibit establishing depository collections at off-campus sites. Then, alternative locations must be sought.

Public libraries in the distance education communities may agree to temporarily house the university collection. Formal or informal agreements may be reached by the participating head librarians of the public and academic libraries after a comprehensive discussion of the level of service to be provided. The discussion may include many topics. How many items will be placed? Will the reserve items be on a circulating or non-circulating status? What is the course of action for overdue materials? Who assumes financial responsibility for missing resources? What is the term of university loan? What are the provisions for initial delivery and subsequent return of the university collection?

Once the initial collaboration is achieved, the academic librarian should make periodic visits to the public library, usually coinciding with the end of a semester. This is an opportune time for both librarians to evaluate the agreed upon procedures, discuss problems, and seek improvements. Relationships between the two institutions are strengthened by such dialogue and interaction.

Laurentian University, in Canada, is one institution that utilizes the public libraries for its depository collections. In return, "the University, for its part, expresses its gratitude through honorariums in the form of books or donations to local books funds. The size of each honorarium is determined by the amount of course-related activity which has occurred in the given centre during the year." (Mount, p. 48.)

Some institutions of higher learning may prefer a contract-like agreement with a public library. St. Joseph's College of New York and Levittown Public Library, for example, have engaged in a cooperative venture. St. Joseph's College recognized that the Levittown Public Library had a strong collection in the academic program areas offered at its off-campus location. Furthermore, the public library was geographically close to this site. A propitious arrangement could satisfy the "Guidelines" and provide needed services to the off-campus students. An agreement was signed in January, 1981.

The provisions of the agreement specified that St. Joseph's College would initially expend approximately



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$2,500 for books and journal subscriptions relating to the college's health program. Books, property of the college, would be integrated into the public library's collection, after being ordered and processed by the public library at college expense. As a continuing commitment, St. Joseph's would purchase materials annually, contributing to collection enrichment. St. Joseph's students from Nassau County who have direct access cards would be entitled to borrowing privileges, an orientation, and reference services. As external students, they would find the course-related materials they needed for their education. The agreement also calls for a year-to-year term with automatic renewal. Dissolution of the agreement is possible if one of the parties notifies the other in writing within 60 days of the renewal date. In this case, books would be removed to St. Joseph's College; journals would be retained by the Levittown Public Library. The library would not assume liability for missing items. (Travis, p. 88.)

This particular example of sharing resources may not be as applicable to rural locations as to urban ones. One of the reasons that St. Joseph's College was attracted to the Levittown Public Library was the strong resource collection in the area of the academic program at Levittown. Given larger collections emanating from larger budgets, public libraries in urban areas have a greater propensity for attracting such arrangements with colleges and universities than do rural public libraries. In Pennsylvania, for instance, the per capita financial support for rural public libraries averages

about $3.25. Compare that with the average per capita support of $7.35 for Pittsburgh public libraries and $8.15 for Philadelphia public libraries. It is not surprising that Pennsylvania rural public libraries with their average 14,400 items will not have the same kind of drawing power as the urban center library. (United States Department of Agriculture, p. 16.) But, no matter where a depository collection exists or under what type of arrangement, the external student should be made aware that this is only a small percentage of what is available to him as an affiliate of the college or university. The academic library can provide still more resources.

Technology has given the means to display the entire library collection to off-campus students. COM catalogs with microfiche readers can be placed at the off-campus sites for use by these students. Since the profile of extension students showed that most graduated from high school 5-20 years earlier, it is advisable to give some instruction both on microfiche as a format and on the individual elements of the citations. Preferably, this should be done by a librarian, rather than an instructor.

In 1980, the College of the Siskiyous, in California, embarked on an amplified version of providing such catalogs to its off-campus students. Using Library Services and Construction Act (LSCA) funds, the college, public, and school libraries had their holdings records machine-converted to produce a combined COM catalog of all local and area resources. It was estimated that 115,000 books and 6,000

records and tapes were identified in this project. Formerly, none of the off-campus teaching sites in any of the seventeen towns had any catalog of available resources. Now, a pool of identified materials can be used. Funding for this project also included a delivery system. The grant provided for the purchase of a front wheel drive American station wagon that braves the extreme ice and snow conditions and the mountainous terrain to reach remote and rural sites. (Zinser, pp.-155-163.)

Many libraries have proceeded beyond COM catalogs to produce on-line catalogs, employing computer technology. The more sophisticated capabilities involve dial-up access-through modems from remote terminals (i.e. ones not in the library confines) such as from other campus locations, offices, homes, or apartments.

Pennsylvania State University has such an on-line system in operation. Its name is LIAS, Library Information Access System. With this user-friendly system, the students can search the holdings records by author, title, subject, or call number. LIAS contains information about the books, serials, music scores, sound recordings, theses, government documents, microforms, maps, and archives owned by the University Libraries. Users can access a specific Penn State library or all of the University libraries simultaneously.

Students can search via the library terminals in-house, or they can search via the direct-dial access, using remote terminals and modems. Local telephone numbers are provided at each campus location. Costs to users are only those for a



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local telephone toll or a long-distance charge, depending upon the source location of the call.

Students at off-campus sites can have access to an entire library or libraries holdings records if terminals and modems are made available at the sites. If budgeting restrictions prohibit such installations, the students should be informed that direct-dial access potential does exist. They may own the necessary hardware personally, or they may have it available at their work places, or through a public library.

If hardware is in place at the sites, another field base activity is possible--database searching. Skilled librarian can assist off-campus students in locating appropriate literature sources electronically. Some colleges and universities also offer bibliographic instruction programs to off-campus students which include computer searches. When the National College of Education (Evanston, Illinois) was reviewing and evaluating its curriculum, program planners upheld the importance of the computer search.

> First, they felt that adult students, usually employed full-time, required assistance in gathering information about available literature, and such students do not have free time available to conduct lengthy manual searches for source material. Second, program personnel felt that exposure to computer searching makes the student more aware of the existence and capability of such services. In addition, computer searching was retained because the student need not go to the college campus to receive a search. By using a portable computer terminal and a telephone, searchers could take the service to the students at virtually any field location. (Weinstein, p. 142.)

Many off-campus programs that do not have database searching on the premises encourage the students to request on-line

searches by providing toll-free numbers to the library. Information retrieval is not precluded by time or distance. California State University, Chico accepts database requests via telephone, radio, U. S. Mail, delivery van, and in person. At the 1982 Off-Campus Library Service Conferences, Robert Cookingham reported, "Probably one out of one hundred students on-campus request an on-line search in an average year. The off-campus student's rate is one out of three." (Cookingham, p. 47.)

In other ways, too, the available telephone number can help the off-campus student feel less isolated from the needed library services. This linkage is particularly important to the rural external student whose lack of mobility may reinforce negative attitudes about the support services offered to off-campus students. Gerard B. McCabe, of Clarion University of Pennsylvania suggests that telephone communication is often neglected or deliberately overlooked because of cost factors. "Why should fear of a high telephone bill interfere with our basic obligation to provide good library service? Recovery costs can be and should be built into a sound continuing education program. Think of the psychological impact an implied refusal to offer assistance over a telephone has on a student." (McCabe, p. 18.)

Reference services and interlibrary loans can be conducted over the telephone for off-campus students. This method of information transfer is the most expeditious for meeting their immediate educational needs. Reference truly becomes "ready reference." Borrowing interlibrary materials becomes



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an uncomplicated process. Telephone service, with reference to interlibrary loans, promotes timeliness in document delivery. Requests are made directly to library personnel, eliminating third party interventions such as the postal service carriers, professors, and couriers. Hence, the turnaround time in getting requested items to off-campus patrons is minimized, maximizing the potential benefit to users. Kirkwood Community College in Cedar Rapids, Iowa, installed a 24-hour telephone answering process (TAP) to handle in-coming interlibrary loan requests. Messages are recorded on tape and then played back daily by the library staff. Materials are sent out through the mail to the designated addresses, both residences or public libraries. Site coordinators arrange for the return of ILL materials. (Jahcke, p. 41.)

Some institutions employ part-time faculty who live in the vicinity of the off-campus sites. For these instructors, in particular, the telephone access may be a valuable service bridging the distance from library support. Instructors can use telephone access "to request materials for use in preparing for the class, in setting up a reserve list of books and articles that can be readily available for the students as they need them, and in the formation of a bibliography." (Trullinger, p. 215.)

It is vitally important that the off-campus faculty perceive the positive role that libraries can play in the instructional programs. Operating independent of library services and resources, faculty members may rely solely on their own materials and on photo-duplicated copies, distrib-



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uting them for class use when assignments are given. Faculty may alter off-campus assignments or lower the expectation level to conform to the perception of resource deprivation. Unknowingly, the faculty that choose to follow these strategies may be compromising the values of the education provided.

Public relations with the faculty is a requisite component of off-campus library programs. Librarians need to communicate to the faculty that services are available to them and to their students. Written communication is perhaps the best introduction, for it: 1) allows for an unobtrusive first contact, 2) identifies the library's responsiveness to the needs of off-campus instructors and students, 3) explains the specific services of the program, and 4) invites future personal communication. Too, the written format ensures that all aspects of the intended message are present and that they are uniformly stated to all off-campus faculty. Working relationships can grow out of that initial letter. Telephone access, on-site visitations, correspondence, and library newsletters are assertive ways of promoting and publicizing the off-campus library program.

On-campus library programs provide bibliographic instruction activities, and likewise, the "Guidelines" recommend instruction in bibliography and in the use of information tools and equipment for external students. The literature on bibliographic instruction at off-campus locations reveals that a variety of approaches are being implemented. Budget often determines the scope of bibliographic instruction, as



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it affects staffing requirements and travel considerations which are central to the issue of having librarians teach on-site. The content and methodology of courses of bibliographic instruction are outgrowths of known deficiencies, usually learned from faculty observation, from student diagnostics or surveys, and from library experiences that reveal lack of basic knowledge about library research tools and library research methods.

Western Michigan University has a bibliographic instruction program utilizing computer-assisted instruction (CAI.) The rationale for using CAI includes the following:

1) CAI can be programmed to present information that can be approached at various levels or depths. This is a significant feature that can be used for varying the depth of explanation for complex reference services.

2) CAI presents information in a variety of formats, an important characteristic for maintaining student interest.

3) CAI is available at the convenience of the student.

4) The microcomputer is an attractive technology, the kind of technology students will need to use in their careers and personal lives.

5) CAI is cost effective. In 1979 CAI could be delivered for roughly 18 cents per student hour.

6) Dwindling library budgets indicate that a cost effective instructional program such as the microcomputer is needed as an alternative to using personnel to provide individualized instruction.

7) A computer-based model of library instruction could be replicated nationally.

8) The software package provides a competency-based curriculum universally accepted by colleges and universities. Key reference sources which are



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identified are ones commonly held by college and university libraries. (Donner, p. 68.)

Some bibliographic instruction programs, such as those offered through Barat College recognize that instruction must impart psychological and intellectual change. Called behavioral bibliographic instruction, the Barat program includes "cognitive skills to deal with the intellectual demands of undergraduate research and coping skills to handle the stress of working in a new environment. Discussion and modeling provide information and motivation to resolve both of these issues and encourage a change in library knowledge and attitudes." (Weyhaupt, p. 186.)

Librarians can integrate bibliographic instruction into specific courses, structuring it with reference to those particular fields of knowledge. For example, education majors enrolled in an off-campus course might receive a lecture on basic education research tools such as dictionaries, encyclopedias, thesauri, directories, yearbooks, bibliographies, and statistical sources. The Education Index and Current Index to Journals in Education might be introduced with the subject-oriented journals. ERIC and the National Technical Information Service (NTIS) might be explained as important sources of materials. The panoply of what is taught depends, of course, largely on the nature of the course, the level of the student, the materials on-hand at the library and/or within the site collection, and the consultation with the instructor. The planning of this directed and specialized bibliographic instruction is con-



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tingent upon teamwork. The University of Maryland's University College uses this format for effective delivery of bibliographic instruction, as well as for non-credit workshops, for a one-credit course entitled "Information Retrieval and Research Writing Skills," and for an independent study course. (Brown, p. 173.)

Librarians who do not have adequate financial or staffing provisions for on-site teaching can seek alternative methods of instruction. Videotaping orientations and instruction is one example. Videotapes may be in-house productions that feature student-oriented instruction in a general or specialized research program. It is likely, however, that the librarian who cannot accommodate off-campus students by on-site teaching due to staffing restrictions will not have sufficient time to plan, to script and to be filmed in such a production.

Some librarians will find that commercially available videotapes will suffice. The Royal Melbourne Institute of Technology (RMIT) Advanced College owns a collection of the commercial tapes. It is recommended that Australian off-campus students view them while on-campus, or borrow them for viewing at their convenience. (Haworth, p. 159.)

Resourceful librarians (pun intended) can make a distinguishable difference in the quality of an institution's academic off-campus program. Admittedly, it is easier to develop a comprehensive plan of service given ample financial support. Financial support, however, is seldom ample. More often librarians must search for additional funding from



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external sources. There is a directory, published in 1985, that identifies sources of private monies for post-secondary rural education programs, including library activities. Entitled Serving the Rural Adult: Private Funding Resources for Rural Adult Post-secondary Education, and written by the Action Agenda project coordinator, Jacqueline D. Spears, the booklet lists approximately ninety foundations which have demonstrated a willingness to award grants for rural post-secondary education activities. For an academic librarian who want to start, to run, or to improve an off-campus library program in a rural location, this book is literally a treasure trove.



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# INDEX TO RURAL LIBRARIES

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Rural Libraries is indexed by author, title, and subject. The index spans a six year time period (from 1980 to 1986), with a total of thirteen issues in all. The author and title indexes are arranged alphabetically, and include author's name, title, pagination, volume number, issue number, and year of publication.

The subject index is arranged by general subject headings (in capital letters). Articles pertaining to a subject heading are cited beneath it. The page numbers cited in the subject index differ from those in the other indexes in that the subject index cites only the pages relevant to the subject, rather than all the pages in each article. Furthermore, some of the subject headings are broken down into subheadings. For example, "RURAL LIBRARY SERVICE" is further divided into "Administration," "Budgeting," "Children's Services," etc. Most of the articles in the subject index are indexed under only one key word. General subject headings, rather than specific ones, were chosen to allow for future changes and additions to the index.



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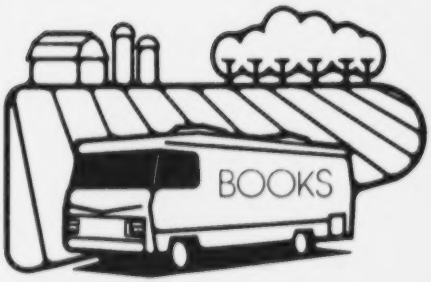


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# RURAL LIBRARIES AND THE STATE LIBRARY AGENCIES

## A SURVEY FROM THE CENTER FOR THE STUDY OF RURAL LIBRARIANSHIP

(Partially funded by a grant from the H. W. Wilson Foundation)

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In the spring of 1983 the Center distributed a survey to the fifty state library agencies, the District of Columbia, and five posessions and territories of the United States.

The survey covered two topics of major interest for rural libraries: education and technology. Earlier studies had indicated that rural libraries were often lacking in professionally educated staff and trained staff generally. Rural libraries were also found to be limited in technology to essentially the level of the typewriter, the telephone, and the photocopier.[1]

Another study had indicated that, after the local library district, the state library agency was the most important agency for rural librarians.[2] Thus we thought it particularly important to find out what state libraries were doing.

We asked state librarians about their own attitudes and the activities of the state libraries. We also asked them for their assessment of what was happening in relation to both education and technology in their rural libraries.

The first mailing of the survey was on March 9, 1983. A follow-up mailing was made on April 26, 1983 to those

state libraries which had not yet responded. The return date requested on the survey was May 30, 1983. As stated earlier, the survey was sent to the fifty states and the District of Columbia, and five possessions or territories (American Samoa, Guam, the Marianas Islands, St. Thomas, and Puerto Rico).

By the end of May 1983 forty-four replies were received, while an additional four responses arrived during the summer of 1983. Thus, a total of 48 responses were received out of the 56 surveys distributed or nearly 86 percent.

We will deal first with the responses from the fifty states. The District of Columbia responded that it did not have any rural libraries. Of the fify states, forty-three provided responses.

EDUCATION

Our first question on education asked if the state had "a plan or program underway for upgrading the education of rural librarians." Twenty states responded that they had such a plan and five additional states said that they had education plans but not specifically for rural libraries. Seventeen states indicated that they had neither a plan or a program in place, while one state did not respond on this question. Thus the total of states with a plan or program for (or including) rural library education was twenty-five of the forty-two responding on this question or about fifty-eight percent affirmative responses.



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Our second question asked for a brief comment on the nature of such a plan if one existed.

Some typical replies follow: 1. "The Alabama Public Library Service sponsors continuing education for all public librarians throughout the state. Many of these are planned for the specific needs of librarians in small rural libraries. We strive to improve the technical skills in library science, skills in management, and skills in representing the library in the community." 2. "We have employed a consultant to write a state plan." 3. "Programs in this area are funded and administered through the Indiana Cooperative Library Services Authority (INCOLSA). They include: a processing center, information retrieval and training, microcomputer application and training, participation in OCLC database, automated circulation clusters (in development stage--ready to implement next year)."

Our next question asked whether the educational effort attempted to cover "training in the use of modern communications and information systems." Sixteen responses were affirmative, while two states gave qualified affirmative answers. Thirteen responded that they did not and twelve did not respond. "Yes" and qualified "yes" answers thus totalled eighteen of the thirty-one responding or fifty-eight percent.

Our fourth question asked if there were any agencies other than the state library and library schools (covered separately in the fifth question) which provided training directed toward rural librarians. Sixteen states responded that there was some such agency and an additional three

states gave a qualified affirmative response. Only nineteen of the thirty-six responding states gave affirmative or qualified affirmative responses for a percentage of approximately fifty-two.

The fifth question dealt with colleges and universities, including library schools, offering programs aimed especially toward rural librarians. Nineteen states responded with a "yes," fourteen with a "no," and five gave affirmative but qualified responses. Five states did not respond to this question. Of the thirty-eight responding, twenty-four responded with a "yes" or qualified "yes," placing affirmative responses at about sixty three percent.

The final entry on the education part of the questionnaire simply provided an opportunity for comments. Here is a representative sample of those comments: 1. "We have a very challenging time providing training to our rural librarians. Through the LSCA grant process, the two regional coordinators (located in Reno and Las Vegas) provide some training activities, usually of a workshop nature to rural library employees." 2. "Occasionally LSCA demonstration projects in a rural area will include training for staff as one objective." 3. "I would be interested in knowing of any workshops or institutes being offered in this area." 4. "The State of Hawaii runs a state-wide, state funded public library system. All librarians are treated alike and given equal training opportunities. Funds are provided to bring employees in to Honolulu for training and funds are sometimes provided to bring trainers to rural areas."



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5. "Nothing specifically for rural libraries." 6. "There is a very active Continuing Education Committee advising the state library agency on development of activities and programs for personnel in all types and sizes of libraries. We are trying to acquire self-instructional materials, both print and AV, that can be used by personnel who are geographically isolated. Library systems in Minnesota are strong. We have seven consolidated multi-county public library systems, six federated public library systems, and seven multi-type systems. All are very much involved in providing educational opportunities for personnel in their branch and member libraries.

TECHNOLOGY

It is obvious that the use of modern technology presents a major opportunity for relatively isolated rural libraries to greatly improve their information services. At the same time rural libraries may be prevented from using such technology. They may lack sufficient staff or the required financial resources to exploit the technology available. Even if they have enough staff and enough funds they may not have staff with sufficient expertise. And, assuming they had all of these resources, they might find that they do not have enough sophisticated users so that the new services would be requested very often. Educating the community to the capabilities and value of the new information technology could prove to be a major problem even if high quality services could be offered.

As with our section on education, our first question on technology asked whether the state library has "a plan or program underway for increasing the use of modern technology by rural librarians." We defined such technology as including "computers, telecommunications, the bibliographic utilities, interactive search systems, etc." Responses on this question included twenty-five "yes" responses and one qualified "yes." There were fourteen "no" responses and three non-responses on this question. The affirmative responses (including one qualified) thus totalled twenty-six on the forty states responding on this question (about sixty-five percent affirmative). This is slightly greater than the affirmative response rate for an educational plan or program (which was about sixty percent).

The next question also paralleled the education portion of the survey; it asked if there were any other agencies besides the state library "promoting the use of technology by rural libraries." However, in this case, we did not exclude library schools from "other agencies." Fourteen states responded that there were other agencies; nineteen responded that there were none; ten states did not respond to this question. Affirmative responses came from only approximately forty-two percent of the states responding on this question, while the parallel question for education produced approximately a forty-four percent response even though it excluded library schools.

Next we sought to identify rural libraries or library systems making "substantial use of modern technology."

Twenty-five state libraries indicated that they were aware of the existence of such uses. Eleven indicated that they knew of no such rural libraries, and seven did not respond. Of those responding nearly seventy percent were aware of some rural libraries making substantial use of modern technology.

The first part of the fifth question dealt with the importance of technology, while the second part asked for an opinion on the danger of obsolesence for rural libraries should they not adopt available technology. The answers to the first part of the question were analyzed by dividing the responses into three catagories (plus non-response). Here is a summary of the responses in tablular form:

Importance of Technology to Rural Libraries

| RESPONSE | Low | Medium | High | No response |
|---|---|---|---|---|
| NUMBER | 6 | 10 | 20 | 7 |

Despite the problems of moving rural libraries into the use of high technology only six states gave this a low priority.

On the portion of the question dealing with the danger of obsolescence, thirty-one states responded, with seventeen seeing this as a clear or at least substantial danger. Fourteen states did not see this as a danger; twelve states did not respond on this issue.

We got some of our most interesting comments on the importance of technology and the dangers of not adopting it quickly. Following is a sample of the responses: 1. "Automation

is a tool to help libraries meet their goals. Some rural libraries have limited goals and will not see the need for automation. Limited goals does not necessarily mean obsolescence." 2. "As needed and as available. Not yet and often use by a larger library to help meet rural needs may be all that's needed." 3. "I think modern technology could be very helpful in rural libraries for cataloging and possibly for circulation. Unfortunately, most systems are still too costly for rural libraries at this point."

Next we will comment briefly on the responses from the territories. Three of the five territories mailed survey forms responded. Of these one reported a general plan for education, one indicated that a plan for territory-wide automation was under consideration, and one commented, "Modern technology doesn't exist here." All three responding territories indicated major problems with lack of funds topping the list. Of course, this response was not unique to the territories.

## CONCLUSION

As one might expect, we found great diversity in the responses from the state library agencies. Some states appear to be strongly committed to upgrading rural libraries through education or technology or both. Other states reported that not much was being done in one or both of these areas. The need to upgrade rural librarians' education seems clear both from previous studies and from the conventional wisdom of the profession. The best means and adequate resources

for doing this are respectively not clear and absent. The state library agencies do not have the staff or funds (at least in most states) to bring about rapid and dramatic change in the educational levels of rural librarians.

Technology presents even more of a puzzle. The potential benefits seem great, but technology is expensive and it requires trained staff to use it properly. There is also the question of "Which technology?" Microcomputers, remote databases (DIALOG, etc.), the bibliographic utilities (OCLC, etc.), and more recently CD-ROM applications are all possibilities. Better packaged (turn-key) automation systems for small libraries are also becoming available.

The choice depends on what we want the small or medium sized rural library to be. Do we want primarily a popular reading collection? If this is what we want then our main concern might be automated acquisitions or perhaps not even automated acquisitions but just high speed ordering (available with small vendor supplied units which transmit orders over telephone lines). We might also try to expedite interlibrary loan within local systems as a back-up to our individual collections, possibly with something as simple as a system-wide, main entry, union card catalog.

Do we want our small libraries to move much more toward being information service agencies? If we do, then we may want stonger reference collections and access to CD-ROM and online databases. Of course, this will require more education and training.

If any one conclusion seems to stand out is that no one

agency or group of persons has both the clear responsibility and the required resources to move rural libraries on either the problem of lack of adequate training or the problem of how to move these libraries into the late twentieth century in terms of technology. It is, or course, comforting to know that some state library agencies are working both vigorously and intelligently on these concerns as well as on other fronts.

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## NOTES

1. "The National Rural Library Reference Survey," RQ, 23 (Spring 1984) 316-321.

2. "How Rural Librarians Fight Professional Isolation: A Survey," Public Libraries, 22 (Fall 1983) 86-89.

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# MATERIALS GRANTS FOR CALIFORNIA'S RURAL LIBRARIES

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California's most isolated library outlets, serving sparse populations far from an urban center, have twice received grants from the California State Library for materials upgrading. The purpose of the Library Services and Construction Act (LSCA) grants was to help libraries in sparsely populated areas to provide fresh, up-to-date non-fiction materials.

Much of California's visibility to the nation and the world is focused on the huge coastal metropolitan areas of the state. Less visible are the expanses of deserts and mountains where population remains sparse and communities are isolated by many miles of often difficult geography. It would be hard for many Americans to even visualize a county library system where service outlets are a hundred or more miles from the headquarters library, and that headquarters itself might be located in a county seat of not more than a few thousand people.

Adding to the geographic isolation problems of many of California's rural counties in recent years have been increasingly serious financial woes. While in fact many California public libraries have had serious financial crises over the past few years, the rural counties, for a variety of reasons, have especially severe funding problems. Counties



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with small population bases are increasingly burdened by "state-mandated" costs in the welfare and justice courts areas. Many libraries in these counties struggle to keep their doors open; interlibrary loan and even walk-in reference and readers' aid services are at times curtailed. These conditions often prevent the staff from competing for LSCA dollars through the regular proposal and application process. LSCA was by-passing some of the very target group it was designed to help. As a result, $741,000 in LSCA funds were granted over a three year period to rural libraries. While the grant was to be used for non-fiction, the choice of format, and whether for adults, children, or some of both, was left entirely to the local recipient library.

Although we certainly know a rural library when we see one, defining it for the purposes of the grant and making the available money come out right was more difficult. For one thing, library service areas in California tend to cover large areas, because of the well-developed county library system in the state, and there are no official population figures by outlet within each library service jurisdiction. We also had to find a way to limit the grants so as to be large enough to make a local (outlet) impact. We wanted to reach the truly isolated outlets, including the tiny libraries tucked away in the Sierra Nevada, many miles from their own headquarters library in the county seat. And we needed verifiable, uniform measurements for eligibility.

For the purposes of meeting the above requirements, we listed those counties in California not designated as within



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a federal Metropolitan Statistical Area (MSA). As it happened this list defined exactly the target we wanted. Using the MSA designation excluded some fairly rural county libraries which receive other state and federal grants because of their larger headquarters operation. It allowed us to concentrate the funds to libraries whose headquarters were not in an MSA. Having defined the libraries by the non-MSA designation, the grants were offered to eligible libraries according to the following scale.

| POPULATION OF LIBRARY SERVICE AREA | GRANT |
|---|---|
| Under 5,000 | $ 1,000 |
| 5,000 to 15,000 | 5,000 |
| 15,000 to 25,000 | 10,000 |
| 25,000 to 50,000 | 15,000 |
| 50,000 to 100,000 | 20,000 |
| Over 100,000 | 25,000 |

Libraries which received these grants for non-fiction were able to concentrate the funds on direct and visible enhancement of service. The grants were extremely popular with librarians, who were given complete discretion in the selection, placement, and movement of the materials except for a requirement for an "equitable distribution... to all outlets." A single simplified LSCA report form was required.

Because we wanted to assure that local jurisdictions did not supplant in any way their local appropriations with the LSCA grant, we tied eligibility for the second year's



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LSCA materials grant to a state aid program (called the Public Library Fund) which already requires a local maintenance of effort, and from which we already had built-in data.

The grants were also a good local public relations tool, whenever the librarian chose to make them so. They raised the local visibility of the library and emphasized locally the importance that the state places upon the availability of up-to-date library materials in isolated areas. In fact an official in one county reportedly complained, "Why is the state sending us books when our roads are full of potholes?"

Following is a list of recipients of the grants:

LIBRARY MATERIALS GRANTS TO CALIFORNIA PUBLIC LIBRARIES IN SPARCE POPULATION AREAS

Library Services and Construction Act

1985/86 and 1986/87

| LIBRARY | POPULATION | TOTAL AWARD |
|---|---|---|
| Alpine County Library | 1,180 | 2,000 |
| Amador County Library | 22,700 | 20,000 |
| Calaveras County Library | 26,300 | 25,000 |
| Colusa County Library | 14,550 | 10,000 |
| Del Norte County Library | 18,450 | 20,000 |
| Glenn County | | |
| Orland Free Library | 11,155 | 10,000 |
| Willows Public Library | 11,725 | 10,000 |
| Humboldt County | | |
| Eureka-Humboldt County Library | 112,100 | 50,000 |



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| LIBRARY | POPULATION | TOTAL AWARD |
|---|---|---|
| Imperial County | | |
| Imperial County Library | 38,060 | 30,000 |
| El Centro Public Library | 27,300 | 30,000 |
| Brawley Public Library | 17,650 | 20,000 |
| Calexico Public Library | 16,950 | 20,000 |
| Imperial Public Library | 3,870 | 2,000 |
| Inyo County Library | 18,250 | 20,000 |
| Kings County Library | 83,500 | 40,000 |
| Lake County Library | 47,000 | 30,000 |
| *Lassen County Library | 23,850 | 10,000 |
| Madera County Library | 75,300 | 40,000 |
| Mendocino County Library | 72,700 | 40,000 |
| Merced County Library | 157,900 | 50,000 |
| *Modoc County Library | 9,600 | 5,000 |
| Mono County Library | 9,150 | 10,000 |
| Nevada County Library | 66,300 | 40,000 |
| Plumas County Library (Includes Sierra County) | 22,040 | 20,000 |
| San Benito County | | |
| San Benito County Library | 28,340 | 30,000 |
| San Juan Bautista City Library | 1,410 | 2,000 |
| San Luis Obispo County | | |
| San Luis Obispo County Library | 170,950 | 50,000 |
| Paso Robles Public Library | 12,650 | 10,000 |
| Siskiyou County Library | 42,050 | 30,000 |
| *Tehama County Library | 42,700 | 15,000 |

| LIBRARY | POPULATION | TOTAL AWARD |
|---|---|---|
| Trinity County Library | 13,300 | 10,000 |
| Tuolumne County Library | 52,500 | 40,000 |
| | TOTAL | $741,000 |

*Not eligible for second year of grant.

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# THE REALITIES OF COLLECTION BUILDING IN THE RURAL PUBLIC LIBRARY

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Rural libraries of my experience, both in the West (Montana) and the East (Massachusetts) have a number of common concerns. Whether they serve ranchers or hill town farmers, rural libraries all deal with the same basic problems. They lack an adequate tax base for the type of service they are trying to give, and most of them are supervised by people who look for more than financial reward. To say that many rural librarians work because they enjoy performing a community service may sound trite, but those who make a living wage are scarce indeed.

As a federation or a regional librarian I ran many workshops in basic library skills. We tried to deal with the pressing problems of rural library service and the difficulty of maintaining an adequate collection. Inevitably we talked a great deal about weeding. There was a lot of interest but there was also a wariness on their part that took me a while to understand.

We could agree in principle on the reasons to weed: the need for space, the need for an attractive collection that would draw patrons; the need to establish public trust in the reliability and timeliness of the collection--above all the need to know the collection, a necessity that only daily caretaking can keep sharp. To weed our collections,



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book by book, shelf by shelf is to learn its strengths and weaknesses. The great difference however, was that they did not give weeding the same importance that I did. They did not always see it as part of the ongoing process of collection building.

Each workshop I fielded their objections. Most often they pleaded time. With only 10 or 15, or 20 hours paid time each week to keep the library together, how could they weed? They inevitably complained about the lack of an adequate book budget. There was no way they could replace many of the books they needed to throw out. Wasn't it better to have something outdated on a subject than nothing at all? They also pleaded about the value of the books. Most librarians know that old books are not necessarily valuable books, but that information has not always spread into the community. They also pointed out that many of their books had been presented by local supporters and to discard the gift might entail discarding the support. No library can afford to do that.

How indeed does a rural librarian with commitments to preschoolers, the local school and to adult patrons find the time among his/her few paid hours of service to weed? The rural librarian is the director of a major community service, a social as well as a business position. He/she is the reference librarian, very often the secretary of the library board, the acquisitions librarian, the local book reviewer and circulation clerk, and unfortunately, too often the library janitor.



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The distressing thing is trying to deal with weeding in the rural library is that the real reason for skirting the issue is rarely acknowledged. We both know, that if the basic concepts of weeding were applied to most rural collections using guidelines such as the number of times a book has circulated in the past five years, its age, its condition, its relevance to present concerns: if we used the CREW handbook or followed the guidelines so clearly laid down by ALA, we would probably discard 75% of the collection. Years of underfunding inevitably drain all the real good from any collection. We both know that such a solution is not acceptable. The community simply would not tolerate a librarian who discarded a major part of the library collection which had been supported with tax dollars for many years; a collection which had probably watched generations of children grow up.

A rural library, in a more personal sense that a larger library is in direct contact with its patrons. The patrons and librarian know each other on a first name basis and have since childhood. Many of the patrons know how much money is in the book budget and what books are being purchased. If they disagree with a purchase--at $25.00 a shot, they feel unhappy and many of them complain, not just to the librarian, but to the board members, over the phone, over a coffee, over the back fence.

Many rural librarians do not even buy the books for their collections. They make suggestions, but buying is often the prerogative of the board who feel that a day at the



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nearest bookstore or jobber is the "fun" part of being a board member. They buy the titles on the list that they can find and spend the rest of the money on titles that are available. Rural communities are very tightly knit, and the liaison librarian who brings advice from the federation or regional office is essentially an outsider, with ideas that are often foreign to the rural community.

Regional and federation administrators often complain that the rural librarian is interested only in workshops that deal with mending. Rural librarians sit patiently and politely through workshops on administration, reference and dealing with trustees, but it is the mending workshops that bring out everyone in the local library community with an enthusiastic gleam in their eye. There is a very pragmatic reason for this. Mending lengthens the life of a book. It is a thrifty way to proceed and in a rural community, a thrifty librarian is a good one.

Rural librarians know that much of their collections are outdated and unattractive. They know, if their trustees do not, that books like pencils wear out and must be discarded. They understand the difference between a classic and a best seller, and which can be weeded after a few years with no problem. Sometimes, we the advisors push them to do more. Weed for shelf space, for attractiveness, we say--you can always get a copy of any title you will need from the regional headquarters. They believe us. Five years later--for all librarians' memories are long--they send an interlibrary loan for the title you have suggested they weed. They expect



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it from the headquarters library within the week. In the course of time the book does arrive, but it is from a library they have never heard of and it is due back in just a few days because the mails are slow. Where, they ask, is the headquarters copy? Well, of course, it was weeded too, because weeding principles apply equally to headquarters libraries who not only need the space but have an example to set. At this point, the visiting librarian can lose credibility, and weeding is abandoned.

Winning the trust of rural librarians so that you can get them to make their much loved and undersupported libraries conform to the guidelines of the eighties is a hard business. They do not have the budget to buy all the books their patrons want, much less the ones you feel they should have. There is no way they can replace their encyclopedia(s) every five years, or buy many of the best sellers, or get a science reference book that is up-to-date. However, given the right motivation they will make a start. Rural librarians are wonderful cooperators. Several of them can band together with a wish list and decide which books on the list they can each afford to buy so there will be valuable material available in a district, if not in one library. One group of 12 rural libraries in my experience compiled a union list of serials for their area. Each library had a copy of the list which they used to refer patrons. They kept the list up-to-date.

Sometimes you can convice them that their lovely antique set of famous thinkers should be shelved in Dewey order



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rather than in untouched solemnity along the tops of the stacks. Rarely can you convince them to weed the set all together, because the grandchildren of the donor still support the library. However, those grandchildren can be asked for an appropriate update of their ancestor's gift, and they may be proud to give it.

It is harder to convince the rural librarian to discard a long run of almanacs, Readers Digest novels, collections of religion from the local church library, outdated travel and medical books and long back runs of US News for which there is no index. The rural librarian knows what is wrong with keeping these collections but it is a matter of survival. Where do you find the money to replace them with acceptable material? How do you explain to your sceptical board that all of this material is not worthwhile. A weeding workshop to which board members are invited can work wonders. Bring along a sample shelf of discards and treat them to a handsome experience. They will quickly learn that good condition isn't everything.

Another interesting point is the disposal of weeded material. The majority of weeded books can not be sold from a table in the library because interest in the type of book being discarded is not high. Also if a book sells locally, it will probably return in due course to the library. Weeded books can not be taken to the dump unless the covers are pulled off because some irate garbage picker will haul them back, point out the library ownership and scream about waste of taxpayer's money. They can be carried to another communities'



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dump (which is a dirty trick that works), recycled, if you have a volunteer to do the necessary preparation, or put carefully into the basement and left to the ravages of time and mould. All of these solutions have obvious drawbacks, but they all get rid of the material permanently.

Being a regional librarian in daily contact with the life and problems of rural communities is a very rewarding job. Success can come at the least expected moment and make up for months of what seemed fruitless effort. However, the professional librarian who goes out into rural communities, in whatever capacity, must bring along a measure of common sense and a tolerance for what can be accomplished, and what can not. There are rural libraries that could be used as examples of excellence, their collections are so up-to-date and well cared for. It is no coincidence that these libraries are usually found in affluent, fairly well educated and involved communities. Most rural librarians are hard working and thrifty keepers of their communities's books. They work alone in the full glare of public opinion. The visiting librarian must remember that a summer garden which takes up a great deal of the rural librarian's time is just as important and usually a whole lot more lucrative than the library. It is just a matter of perspective.

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# RURAL CAMPAIGN ON ILLITERACY:

## THE REGION, THE TECHNICAL INSTITUTES AND THE LIBRARIES

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It is no secret that America is faced with a serious national illiteracy problem. Statistics show that 23 million American adults (about 1 in 5) cannot read or write well enough to cope in everyday life. These people are functionally illiterate, and the number of adult illiterates is growing, by approximately 2 1/2 million per year.

For purposes of clarification, "functional illiteracy" refers to the adult who cannot use basic reading, writing, and computational skills in everyday life situations. Thus, a functionally illiterate adult perhaps cannot:

- read street or highway signs
- use a phone book
- read a menu
- fill out a job application
- use a bus schedule
- make correct change for a twenty-dollar bill

The annual costs of illiteracy to each of us are high. Estimates vary, but one figure often cited is that the taxpayer



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pays five billion dollars annually for welfare and unemployment compensation. Other costs affecting us all include those for crime and prison, for unearned tax revenues, and for lost productivity in business and in the military.

Iowans for many years have rested confidently in their belief that 99 percent of the state's population could read and write competently. An estimate for a ten-county area served by one particular Adult Basic Education (ABE) program is that there are 10,000 functionally illiterate adults within those boundaries.

Adults are not getting the help they need to learn the basic skills which are necessary to participate fully in American society. Only two to four percent of adult illiterates enroll in any literacy program. There is a great need to increase public awareness of the pervasive problem.

The Coordinators of Adult Basic Education at two vocational-technical institutes and the Administrator of a regional library system in Northeast Iowa decided to expand their history of cooperative programming. They would use County library meetings as a vehicle for educating librarians, staff, and trustees in the problems of illiteracy and in roles that they can play in helping to fight those problems.

The Northeast Iowa Regional Library System, located in Waterloo, is composed of 82 predominantly rural libraries in 13 counties. The libraries range in size from cities with a population of 106 to a population of 75,000. The Region provides interlibrary loan and reference back-up service, as well as one-on-one consulting, and continuing



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education opportunities in the form of seminars, workshops, and roundtables.

The Hawkeye Institute of Technology, located in south Waterloo on a 320-acre campus, strives to provide vocational-technical training to prepare, retrain, or upgrade people for employment in their chosen fields. A vital part of the Institute is its downtown Success Center, which also includes ABE, High School Completion, and an Independent Learning Center.

Northeast Iowa Technical Institute (NITI) came into being in the late 1960's, as did Hawkeye Institute. The Calmar Campus lies in Northeast Iowa, about 25 miles south of the Minnesota border. Early in 1970 the South Campus was formed and is now located at Peosta, ten miles west of Dubuque. Both Campuses have continuing education programs which include the ABE and the Adult Re-Entry Program, in addition to the full curriculum of vocational and technical offerings. There is also a Learning Center in downtown Dubuque.

The 13 counties of the regional library system overlap the jurisdictions of both Hawkeye Institute and NITI. Ten of those counties have Library Associations which meet regularly in April and October.

It was the intent of the Coordinators and the Administrator to help library staff members and trustees realize that their facilities were perfect non-threatening areas suitable to be used as tutoring sites, that libraries can keep special collections of materials available, and that librarians and staff are perhaps the most likely persons to be aware

of potential tutors as well as of those who might need to be tutored. In short, this was to be a consciousness-raising effort.

It was decided that a 20-25 minute program would be ample time to present the problem, state the case, and leave time for questions and discussions. This would be done by the ABE Coordinators where possible, and by the Regional Administrator and/or Consultant as substitutes. They also decided that visuals and graphics, as well as handouts, would be most effective as a means of solidly imprinting the ideas presented.

The cooperation of B. Dalton Booksellers was also sought. It is well-known that the company is involved in a National Literacy Initiative. A call to a local outlet yielded gracious and generous help. B. Dalton provided several large posters, bookmarks and pencils to distribute to those attending the county library meetings. Should a B. Dalton outlet be unavailable, there are a number of other companies which are also involved in the literacy effort.

During the first round of visits in spring 1985, to county meetings, the ABE Coordinators used a slide series prepared by another community college. This five-minute presentation stated the problems of illiteracy in Iowa, explained the tutor training process, and showed volunteer tutors assisting three different students.

In July 1985 a second planning session was held with the Regional Administrator, the Consultant, and two ABE Coordinators. The MacNeil-Lehrer report had just aired



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a program on illiteracy which included segments on two Iowa students and the ABE Coordinator from Hawkeye Institute of Technology. This excellent videotape presented the individual stories of Iowans who needed help in learning to read. Personal testimony has a strong impact, so this videotape was used as a follow-up motivator at the 1985 fall meetings. For a few groups this was their first presentation since they met only on an annual basis.

The trustees and librarians were all very receptive to the videotape, but the group in Clayton County was particularly enthusiastic. One of the trustees had been a reading teacher and another had taken Laubach Literacy training. Several people asked questions and expressed a willingness to help. The NITI Coordinator then decided that this was a good core from which to plan a training session.

Eight volunteers turned out on a spring morning for the workshop held at the Monona Public Library. The trainer covered these topics: the problem of illiteracy in America, the process of learning to read, and basic instructional techniques. The ABE Coordinator discussed qualities needed for a tutor, the tutor-student relationship, the requirements for a tutor to follow, and materials available at NITI for a poor reader. The tutors eagerly participated in the activities, which included learning to read with a mock alphabet and phonics set. The participants learned the principles of reading instruction, some simple diagnostic techniques, and reading interests. They prepared a sample lesson using case studies. By the end of the five hours, the potential

tutors had received a basic training course in how to help someone learn to read. The slogan for the day was "The only degree you need is a degree of caring." These volunteers are now being matched with students who need help.

Future plans are to hold demonstration workshops in three sites in the Region so that library staff can observe tutors being trained and also watch a mock session where a tutor will work with a poor reader. At these sessions there will also be a demonstration collection of ABE materials, a reading/buying list, and a display of promotional materials used to recruit potential tutors and students. Hopefully this will yield additional volunteers to help in the fight against illiteracy.

Another consciousness-raising tool used was the submission of articles to the region's newsletter, which is mailed to 265 librarians and trustees. More articles are being prepared so that the topic will stay in front of the librarians and trustees.

Illiteracy in this country didn't happen overnight, and the problem will take time to solve. With this in mind the Regional Administrator and ABE Coordinators know that their efforts need to continue.

# LIBRARY CONTINUING EDUCATION NEEDS IN KANSAS: THE RURAL PERSPECTIVE

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In June of 1984, the Kansas Library Network Board approved a plan submitted by the Continuing Education Task Force which called for the development of a continuing education plan for the librarians in the state of Kansas. The first step in initiating this plan was to assess the continuing education needs of the library population and discover, in fact, if there was the desire for the institution of a formalized plan among Kansas librarians (Starke, 1986). The instrument developed and distributed during the fall of 1985, the Kansas Library Continuing Education Needs Assessment Survey (KLCENAS) (Appendix A) was designed to address those particular questions. Surveys were sent to each of the 227 rural public library directors in the state of Kansas. For this study rural was defined as any library which served a library taxing district population of 2500 or fewer persons. Of those who received the survey, 168 responded, resulting in a return rate of 73%. Personal on-site interviews were also conducted by the researcher with the directors and consultants of the seven Kansas Regional Library Systems in order to obtain a "field-view" of current continuing education practices.

In this article, the following information will be discussed: a) background for the study; b) methodology used in conducting the needs assessment portion of the study; c) demographic data; d) a summary of the needs assessment analysis; e) conclusions based on the data analysis, and; f) implications of the results of the study.

## BACKGROUND

The state of Kansas has approximately 1300 people employed in its 315 public libraries, of which only 135 reported having Master of Library Science degrees, and only four of those were located in a library taxing district of less than 2500 persons (Gardiner, 1984). In an attempt to alleviate and partially compensate for the lack of professionally trained librarians, there exists within the framework of the Kansas State Library the opportunity for continuing education programs. These programs are offered to members of the library community through the State Library and the seven Kansas Regional Library Systems. The regional systems develop continuing education programs for their own system member libraries on a yearly basis as well as make the programs available to non-member libraries, those libraries which do not contract services through the regional systems but are located within the region's geographic boundaries. Attendance at the programs is often voluntary, which often accounts for the low participation. In 1984 51 workshops were offered statewide (presented 105 times) with a total attendance of 2,748, which included librarians, trustees, and interested citizens (Gardiner, 1984).

At the time of this study, there was neither an operative statewide continuing education plan which would add continuity to the programs currently being offered by the regional systems, nor a recognition system which would compensate participants for the completion of continuing education offerings. The purpose of this study was to identify the needs and examine the attitudes of rural public library practioners in Kansas in regard to continuing library education. Further examination was made of reasons for lack of participation in existing continuing education activities and what, if any, desire there might be for a statewide recognition system for participating in library continuing education.

## METHODOLOGY

Descriptive survey research, because of it's ability to obtain empirical knowledge of a current nature, is one of the most widely used research methods in librarianship today. It is most often used to (a) identify information about incidents and recent developments, (b) identify characteristics of a particular target group or, (c) report norms and conditions about generally known rules and status (Busha & Harter, 1983). Because this study primarily examined existing attitudes toward library continuing education among rural public library practitioners, the descriptive survey technique was employed.

The Kansas Library Continuing Education Needs Assessment Survey, a descriptive, self-report survey, was distributed among the rural public library practitioner population.



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The KLCENAS survey consisted of two distinct parts; the datasheet and the item inventory. The datasheet contained demographic questions and questions about attitudes toward continuing education, and questions concerning possible constraints to participating in continuing education activities.

The item inventory consisted of six general sections, each containing numerous items of possible interest for continuing education programs. Each of these items was scored using two response categories. The Skill Level column gave each library practitioner the opportunity to respond with their perceived skill or knowledge level for each item: B=beginner, I=Intermediate, A=advanced. The Interest Level involved a Likert scale upon which the practitioners responded to the individual items with varying degrees of intensity (1=low, 5=high).

## DEMOGRAPHICS

The demographic data contains information compiled from the 168 usable KLCENAS surveys. The information reported is concerned with the type of library, estimated size of community, age and sex of rural public library practitioners responding to the survey, additional income reported, current estimated salary, hours of library service per week, education, number of years in librarianship, and number of continuing education activities participated in within the past year.

### Type of Library

There were three major types of libraries which participated in the study. Township libraries comprised approximately 14% of the total response (24). Library practitioners who



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identified their library as being a county library comprised only 4% (7) of the respondents. City libraries were the predominately identified type of library with 120, or 71% of the subjects responding to this category.

Estimated Size of Community

Because of the limitations of the study, only two categories for estimated size of community were marked. Forty-three subjects, approximately 25%, indicated that the library population they served fell below the 500 population mark. One hundred twenty-five, or approximately 75% of the rural library practitioners indicated that they served a population between 501 and 2500 persons.

Age

One hundred sixty-five of the 168 total rural public library practitioners responded to the age question. Of those responding, 19 reported being under the age of 35. This comprised only 12.4% of the rural library practitioner population.

Eighteen subjects responded that they fell within the 36-40 age group (10.7%). In the 41-50 age category, 31 subjects responded, resulting in a 19% response rate. Over one half, or 57.8%, of the rural public library practitioners reported being over 50 years of age. A significant percentage of those, approximately 31%, were beyond 61 years of age.

Sex

Of the 168 subjects responding to the survey, 167 of them were women.



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Additional Income

Of those reporting income additional to their library wages, 108 practitioners indicated income from their spouses' occupation, 24 reported another part-time job, three reported a full-time additional income, and 16 indicated that they had no income in addition to their library wages. Thirty-eight rural public library practitioners responded that they had other sources of income from Social Security benefits, teacher retirement plans, or other types of retirement benefits.

Salary Reported

Of the 156 subjects responding to the question of current salary, 32 reported a salary of less than $1,000, 33 reported between $1,001 and $2,000, 32 reported a salary of between $2,001 and $3,000, 30 reported a salary of between $3,001 and $5,000, and 29 practitioners reported a library salary of between $5,001 and $10,000 a year.

Operating Hours Per Week

The rural public library practitioners responding to the survey indicated a wide variety of operating hours per week. The mean from all responses was 20.5 hours per week. The mode, with 17 or approximately 10% of the population responding, was 15 hours per week.

Education

Of those responding to the question of highest attained education level, 61 or approximately 36% indicated that they had had some college. Fifty-five, or approximately 35% reported having a high school degree only. The next highest category reported was the bachelor's degree with



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28, or approximately 17% of the responding population. Two practitioners reported having a Master of Library Science degree, three reported other master's degrees, while two respondents reported some type of post graduate education. Six of the practitioners reported only some high school, while 5 had had some sort of trade or vocational school training.

Years Worked in Librarianship

The reported mean of number of years worked in librarianship was 9.8 years. Years of service reported ranged from less than one year to 45 years. Eighteen of the practitioners indicated that they had worked for only one year or less. The two next most reported number of years were three years of service with 13 responses and 12 years with 12 responses.

Continuing Education Activities Within Past 12 Months

The reported mean of number of continuing education activities taken within the past 12 months was 1.5. The number of those who indicated they had participated in within one to three continuing education activities was 54, or approximately 32% of the total respondents. Sixteen indicated that they had participated in between five and eight continuing education activities within the past 12 months. Eighty-seven, of 52%, of the total respondents indicated that they had participated in no continuing education within the past 12 months.



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## SUMMARY OF DATA ANALYSIS

### Interpretation of Needs

Responses to the KLCENAS item inventory Interest and Skill Level scales were tabulated and means and standard deviations were calculated for each item. The top twenty-nine of the possible 129 items available on the item inventory are displayed in Table 1. The entire list of 129 items can be found in Appendix B.



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Table 1

Frequencies, Means, and Standard Deviations for the Highest Selected Interest Items

| INTEREST ITEM | FREQ | X INTEREST | S.D. |
|---|---|---|---|
| Reading programs (summer) | 154 | 3.63 | 1.50 |
| Children's services | 150 | 3.48 | 1.54 |
| Interlibrary loan (user service) | 145 | 3.30 | 1.64 |
| Managing the one-person library | 133 | 3.26 | 1.91 |
| Assessing & weeding collections | 145 | 3.16 | 1.64 |
| Storytelling | 145 | 3.08 | 1.66 |
| Book repair | 149 | 3.07 | 1.52 |
| General reference services | 146 | 3.04 | 1.54 |
| Young adult services | 143 | 3.01 | 1.61 |
| Cataloging/classifying print materials | 142 | 3.01 | 1.65 |
| Communicating effectively with others | 134 | 2.98 | 1.83 |
| Working with trustees and boards | 139 | 2.96 | 1.76 |
| Selection policy development | 135 | 2.85 | 1.79 |
| Record keeping and report writing | 139 | 2.83 | 1.66 |
| Public relations | 131 | 2.77 | 1.81 |
| Promotion and publicity | 129 | 2.65 | 1.81 |
| Budgeting and cost control | 129 | 2.64 | 1.78 |
| Planning & evaluating library services | 132 | 2.64 | 1.74 |
| Book preservation | 130 | 2.58 | 1.76 |
| Public & school library cooperation | 120 | 2.58 | 1.95 |

Analysis of Variance were then calculated between the eleven highest selected Interest Items and their corresponding Skill Levels to determine whether there were significant differences between the interest means and the three skill group means: beginner, intermediate, and advanced. Seven comparisons were found to be significant beyond the set alpha level of .05. The following topics were found to be of more interest to those respondents marking the Advanced category than those marking the Intermediate or Beginner categories for the same item: Children's Services, Patron use of Interlibrary Loan, Summer Reading Programs, Book Repair, Working with Trustees and Boards, Communicating Effectively with Others, and Basic Budgeting Practices.

Interpretation of Attitudes

In analyzing the attitudes of the rural library practitioners toward continuing education and constraints to participating in continuing education, all categorical variables were cross-tabulated with the dependent varable, KLCENAS item 33, "What is your current priority for continuing education?" Chi-square was chosen as the appropriate analysis. To assure that tables with various dimensions and sample sizes would be standardized in the analysis, the contingency coefficient was chosen to modify the chi-square (Norusis, 1983).

Results indicated that a high percentage of subjects had no specific constraints to participating in continuing education activities. The majority further indicated that lack of personal interest was not a dominant constraint,



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and that even though other areas in their personal or professional work might be more pressing, they did not indicate that this was a major consideration when contemplating continuing education activities.

Of those who had a priority for continuing education, the majority indicated that they would be more inclined to participate if the activity were no more than a half-day in length, preferably held in the morning hours, and no more than a one-hour drive from their homes. The fall season was indicated as the most favored time of year for continuing education for those who had a medium or high priority for continuing education, the combination of a demonstration/hands-on instructional format was preferred.

In examining the types of incentive or reward systems which might encourage them to participate in continuing education, the rural public library practitioners indicated that salary increases, promotional opportunities, and job competence recognition were favored. Possible outcomes desired as a result of participating in continuing education were promotional opportunities and job competence recognition. A number of the rural library practitioners indicated that their local institution or library board did not pay for their travel expenses to attend workshops, but this did not seem to have a negative effect on their priority for continuing education.

Several KLCENAS items were correlated using the Pearson product-moment correlation. These comparisons were made to determine whether any relationship existed between indicated

priorities for continuing education and the desire for some type of reward system for participating in continuing education activities. As a result, it appears that as the years in librarianship increase, the desire for any possible outcomes or incentives for continuing education decreases.

When asked to state a preference for a type of continuing education recognition system, the rural library practitioners were evenly divided among the choices offered. Of those with a medium to high priority for continuing education, the favored recognition systems were for MLS or BA degree programs, state certification of some sort, and CEU's (Continuing Education Units) for salary increase.

It was found that those who responded with a medium to high priority for continuing education also responded with either a possible to certain likelihood of pursuing continuing education activities in the future. This highly correlated item indicates that if the priority for continuing education is already high, it will quite possibly remain so.

## CONCLUSIONS OF THE STUDY

On the basis of the findings of this study, the following conclusions were drawn:

1. The survey response rate from the rural public library practitioners indicated an interest in the type and content of continuing education programs being offered. Even though the majority of responses indicated a desire for basic library-skill education, interest was expressed in minor terms for more non-traditional types of education such as automation



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and interpersonal communications. A general conclusion can be drawn that the rural public library population is interested in superior quality, relevant, continuing education opportunities.

2. Overall, Kansas rural public library practitioners had a medium to high priority for continuing education. Of those who indicated a low priority for continuing education, many anticipated retirement or simply had no interest in furthering their library skills. Of those who indicated a high priority for continuing education, the likelihood of pursuing continuing education in the future was also high. Conclusions drawn from these results indicated that if continuing education priorities are currently high, they will quite possibly remain so in the future. It can be further concluded that those with a low priority for continuing education could be induced into pursuing future continuing education activities if those activities were seen by the participants as relevant to the immediate job and able to meet immediate educational/informational needs.

3. The rural library practitioners indicated they had no specific constraints to participating in continuing education. A high percentage of the respondents indicated that even though other areas of their personal and/or professional work might be more pressing, they still favored attending continuing education activities. It is concluded, therefore,



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that because of the efforts made by the Kansas State Library and the Kansas Regional Library System personnel to meet the needs of the rural public library practitioners with relevant and productive activities, the rural library practitioners consider the continuing education they are receiving to be productive and worthwhile.

4. Even though the rural public library practitioners indicated no specific constraints to participating in continuing education activities, they did show a definite preference for added incentives for continuing education participation. A majority of the respondents indicated that job competence recognition was favored as both an incentive and an outcome of continuing education participation, while salary increases were favored as an incentive to participation. The Regional Library System personnel favored some kind of financial compensation such as travel/fee reimbursements, salary increases, or bonuses to come from the local library boards. A conclusion drawn from these results is that if local library boards were made more aware of the kinds of activities in which their librarians are engaging and were encouraged to support those activities with both financial compensation and public community recognition, rural library personnel would take an even greater interest in continuing education.

5. Workshops were indicated to be the most favored type of continuing education activity among the rural library practitioners. It was found that, of those favoring the workshop format, the half-day, morning workshop was most preferred. The majority of respondents indicated that they would be more willing to participate in this type of activity if the workshop were held within a one-hour driving distance from their homes. The conclusion drawn from these results is that, due to the size of each of the seven Kansas Regional Library Systems, multiple workshops should continue to be given in order to reach as many of the rural practitioners as easily and conveniently as possible. Regional needs assessments and on-site visitations should be on-going in order to maintain an up-to-date record of what is needed for each individual library and librarian, and attempts should continue to design and present high quality continuing education programs.

6. The rural public library practitioners indicated that some sort of continuing education recognition system was desired but were divided as to the most favored type of system. Those with a higher priority for continuing education were inclined to favor credits which would accumulate toward a college degree. An equal number favored credits for salary increase, while still others favored state certification for the non-certified librarian. It is evident



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that some sort of recognition system on the statewide level is desired by the rural public library practitioners, and that the majority are anxious to be recognized for their hard work and dedication to the library field.

## RESULTS OF THE STUDY

The results of the study indicate a moderate to high interest in continuing education among the rural public library practitioners in Kansas. Because of the ground-work that has already been laid by the Regional Library Systems, many of the rural practitioners were already aware of the existence of an educational structure within the state of Kansas and have attempted to make use of the opportunities made available to them.

The results of the Kansas Library Continuing Education Needs Assessment Survey indicated support for the prospect of an organized statewide continuing education effort which would add credibility to the profession as a whole and well-deserved recognition for the non-certified rural library practitioner in particular. The Kansas State Library, aided in part by the findings of the KLCENAS project, has completed the development of a statewide, non-credit (CEU), continuing education program plan, and will begin actual implementation September 1, 1986. The program is open to all library personnel within the state of Kansas and will be administered by the Kansas State Library.

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## Appendix A

### KANSAS LIBRARY CONTINUING EDUCATION NEEDS ASSESSMENT SURVEY

Please answer each question and/or item. If you are not familiar with a particular item or term and do not wish to mark either the Skill or Interest column, please check the Does Not Apply column to the far right. Also, please feel free to make any appropriate comments you wish on the survey sheets.

### DEFINITIONS

Please use the following definitions when completing the Item Inventory:

#### Skill Level

Beginner: one who is totally inexperienced or just becomming familiar with the rudiments or practices of a particular area.

Intermediate: one who has had some experience in a particular area, but feels they have much more to learn to achieve their level of competency.

Advanced: one who has achieved a certain level of competency in a particular area, and is interested in furthering or specializing their knowledge in more depth.

#### Interest Level

None: one has no personal interest in learning more about the particular topic.

Low-medium: one has a minimal interest in learning more about the topic, but may not consider it worthwhile as a personal professional endeavor.

Medium: one has sufficient interest in learning more about the particular topic, and may consider it a possibility for personal professional development.

Medium-High: one has significant interest in learning more about the particular topic, and would definitely consider it a possibility for personal professional development.

High: one has an outstanding interest in learning more about the particular topic, and definitely feels it would aid in their personal professional development.



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KANSAS LIBRARY CONTINUING EDUCATION NEEDS ASSESSMENT SURVEY
ITEM INVENTORY

Each question has three response columns: one to indicate your skill level for the item in question, the second to indicate your interest level in knowing more about the particular item, and the third to indicate that you are unfamiliar with the item or the terminology, therefore, not able to indicate either skill or interest level for that item. Please mark BOTH columns for <u>each</u> item, or the DNA column. The keys are displayed below:

| SKILL LEVEL | INTEREST LEVEL | DOES NOT APPLY |
|---|---|---|
| B=Beginner | 1=none | DNA |
| I=Intermediate | 2=low to medium | ____ |
| A=Advanced | 3=medium | |
| | 4=medium to high | |
| | 5=high | |

<u>NOTE</u>: Refer to the Definitions sheet if you need further clarification of any of the above scales.

---

| USER SERVICES | SKILL | INTEREST | DNA |
|---|---|---|---|
| General Reference | B I A | 1 2 3 4 5 | ___ |
| Specialized reference | B I A | 1 2 3 4 5 | ___ |
| (area _____) | | | |
| Reference interviews | B I A | 1 2 3 4 5 | ___ |
| Government Information | B I A | 1 2 3 4 5 | ___ |
| Interlibrary loan | B I A | 1 2 3 4 5 | ___ |
| Storytelling | B I A | 1 2 3 4 5 | ___ |
| Children's Services | B I A | 1 2 3 4 5 | ___ |
| Young Adult Services | B I A | 1 2 3 4 5 | ___ |
| Services to: | | | |
| school faculty/administration | B I A | 1 2 3 4 5 | ___ |
| gifted students | B I A | 1 2 3 4 5 | ___ |
| shut-ins | B I A | 1 2 3 4 5 | ___ |
| institutions (jails, nursing homes, etc) | B I A | 1 2 3 4 5 | ___ |
| local/state government | B I A | 1 2 3 4 5 | ___ |
| ethnic minorities | B I A | 1 2 3 4 5 | ___ |
| business/industry | B I A | 1 2 3 4 5 | ___ |
| researchers and genealogists | B I A | 1 2 3 4 5 | ___ |
| farmers and ranchers | B I A | 1 2 3 4 5 | ___ |
| Blind & physically handicapped | B I A | 1 2 3 4 5 | ___ |
| Rotating books | B I A | 1 2 3 4 5 | ___ |
| Mail-A-Book | B I A | 1 2 3 4 5 | ___ |
| Conducting user surveys | B I A | 1 2 3 4 5 | ___ |
| Teaching library use skills | B I A | 1 2 3 4 5 | ___ |
| (age group _____) | | | |



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SKILL LEVEL
B=Beginner
I=Intermediate
A=Advanced

INTEREST LEVEL
1=none
2=low to medium
3=medium
4=medium to high
5=high

DOES NOT APPLY
DNA

(USER SKILLS, cont.)

| | SKILL | INTEREST | DNA |
|---|---|---|---|
| Reading clinics and adult literacy | B I A | 1 2 3 4 5 | ___ |
| Library clubs/reading clubs | B I A | 1 2 3 4 5 | ___ |
| Reading programs (summer reading) | B I A | 1 2 3 4 5 | ___ |
| Community resource files | B I A | 1 2 3 4 5 | ___ |
| Archives and rare books | B I A | 1 2 3 4 5 | ___ |
| Genealogy services | B I A | 1 2 3 4 5 | ___ |
| Vertical file management | B I A | 1 2 3 4 5 | ___ |
| ** Any other items not listed which would be of interest to you: | | | ___ |
| _____ | B I A | 1 2 3 4 5 | ___ |
| _____ | B I A | 1 2 3 4 5 | ___ |

TECHNICAL SERVICES

| | SKILL | INTEREST | DNA |
|---|---|---|---|
| Cataloging and classification (print) | B I A | 1 2 3 4 5 | ___ |
| Cataloging and classification (audiovisual) | B I A | 1 2 3 4 5 | ___ |
| Serials and periodicals (processing) | B I A | 1 2 3 4 5 | ___ |
| Audiovisual hardware: | | | |
| selection and evaluation | B I A | 1 2 3 4 5 | ___ |
| storage and retrieval | B I A | 1 2 3 4 5 | ___ |
| maintenance | B I A | 1 2 3 4 5 | ___ |
| equipment operation | B I A | 1 2 3 4 5 | ___ |
| Audiovisual software: | | | |
| selection and evaluation | B I A | 1 2 3 4 5 | ___ |
| storage and retrieval | B I A | 1 2 3 4 5 | ___ |
| maintenance | B I A | 1 2 3 4 5 | ___ |
| Audiovisual software production: | | | |
| audio tapes | B I A | 1 2 3 4 5 | ___ |
| slides | B I A | 1 2 3 4 5 | ___ |
| videotapes | B I A | 1 2 3 4 5 | ___ |
| transparencies | B I A | 1 2 3 4 5 | ___ |
| computer programs | B I A | 1 2 3 4 5 | ___ |
| Book preservation | B I A | 1 2 3 4 5 | ___ |
| Book repair | B I A | 1 2 3 4 5 | ___ |
| Organization and use of maps | B I A | 1 2 3 4 5 | ___ |
| Circulation procedures | B I A | 1 2 3 4 5 | ___ |



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| SKILL LEVEL | INTEREST LEVEL | DOES NOT APPLY |
|---|---|---|
| B=Beginner<br>I=Intermediate<br>A=Advanced | 1=none<br>2=low to medium<br>3=medium<br>4=medium to high<br>5=high | DNA<br>_____ |

(TECHNICAL SERVICES, cont.)

| | SKILL | INTEREST | DNA |
|---|---|---|---|
| Sources of: | | | |
| pre-printed catalog card services | B I A | 1 2 3 4 5 | ___ |
| book reviews | B I A | 1 2 3 4 5 | ___ |
| software reviews | B I A | 1 2 3 4 5 | ___ |
| ** Any other items not listed which would be of interest to you: | | | |
| _____ | B I A | 1 2 3 4 5 | ___ |
| _____ | B I A | 1 2 3 4 5 | ___ |

MANAGEMENT SKILLS

| | SKILL | INTEREST | DNA |
|---|---|---|---|
| Personnel management | B I A | 1 2 3 4 5 | ___ |
| Policy manuals | B I A | 1 2 3 4 5 | ___ |
| Collection development | B I A | 1 2 3 4 5 | ___ |
| Selection policies | B I A | 1 2 3 4 5 | ___ |
| Time management | B I A | 1 2 3 4 5 | ___ |
| Library program evaluation | B I A | 1 2 3 4 5 | ___ |
| Budgeting and cost control | B I A | 1 2 3 4 5 | ___ |
| Management systems (management by objectives) | B I A | 1 2 3 4 5 | ___ |
| Public relations, promotions and publicity | B I A | 1 2 3 4 5 | ___ |
| Contracting for services (Regional Library Systems) | B I A | 1 2 3 4 5 | ___ |
| Architectural planning for libraries | B I A | 1 2 3 4 5 | ___ |
| Legislation relating to libraries | B I A | 1 2 3 4 5 | ___ |
| Archives, history and the management of records | B I A | 1 2 3 4 5 | ___ |
| Assessing and weeding the library collection | B I A | 1 2 3 4 5 | ___ |
| Planning and evaluation of library services | B I A | 1 2 3 4 5 | ___ |
| Working with trustees and boards | B I A | 1 2 3 4 5 | ___ |
| Supervisory skills (aids and volunteers) | B I A | 1 2 3 4 5 | ___ |
| Establishing a Friends of the Library group | B I A | 1 2 3 4 5 | ___ |
| Analyzing community information needs | B I A | 1 2 3 4 5 | ___ |
| Recruiting volunteers | B I A | 1 2 3 4 5 | ___ |



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| SKILL LEVEL | INTEREST LEVEL | DOES NOT APPLY |
|---|---|---|
| B=Beginner<br>I=Intermediate<br>A=Advanced | 1=none<br>2=low to medium<br>3=medium<br>4=medium to high<br>5=high | DNA<br>_____ |

(MANAGEMENT SKILLS, cont.)

| | SKILL | INTEREST | DNA |
|---|---|---|---|
| Involving the news media in library programs | B I A | 1 2 3 4 5 | ___ |
| Training and library staff development | B I A | 1 2 3 4 5 | ___ |
| Working effectively with groups | B I A | 1 2 3 4 5 | ___ |
| Record keeping and report writing | B I A | 1 2 3 4 5 | ___ |
| Managing the one-person public library | B I A | 1 2 3 4 5 | ___ |
| Operating a combined school/public library | B I A | 1 2 3 4 5 | ___ |
| Public and school library cooperation | B I A | 1 2 3 4 5 | ___ |
| Administering audiovisual services | B I A | 1 2 3 4 5 | ___ |
| Librarians in the political process | B I A | 1 2 3 4 5 | ___ |
| Financing library services | B I A | 1 2 3 4 5 | ___ |
| Writing grant proposals | B I A | 1 2 3 4 5 | ___ |
| ** Any other items not listed which would be of interest to you: | | | |
| _____ | B I A | 1 2 3 4 5 | ___ |
| _____ | B I A | 1 2 3 4 5 | ___ |

AUTOMATION/COMPUTERS

| | | | |
|---|---|---|---|
| Types of automated services | B I A | 1 2 3 4 5 | ___ |
| Computers for the library user | B I A | 1 2 3 4 5 | ___ |
| Network technology and design | B I A | 1 2 3 4 5 | ___ |
| Interlibrary loan | B I A | 1 2 3 4 5 | ___ |
| Automation for library administration: | | | |
| word processing | B I A | 1 2 3 4 5 | ___ |
| data bases | B I A | 1 2 3 4 5 | ___ |
| spreadsheets | B I A | 1 2 3 4 5 | ___ |
| Selection of management software | B I A | 1 2 3 4 5 | ___ |
| Computer retrieval: data bases | B I A | 1 2 3 4 5 | ___ |
| ** Any other items not listed which would be of interest to you: | | | |
| _____ | B I A | 1 2 3 4 5 | ___ |
| _____ | B I A | 1 2 3 4 5 | ___ |



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| SKILL LEVEL | INTEREST LEVEL | DOES NOT APPLY |
|---|---|---|
| B=Beginner<br>I=Intermediate<br>A=Advanced | 1=none<br>2=low to medium<br>3=medium<br>4=medium to high<br>5=high | DNA<br>_____ |

INTERPERSONAL/SELF-DEVELOPMENT (personal)

| | SKILL | INTEREST | DNA |
|---|---|---|---|
| Time management | B I A | 1 2 3 4 5 | ___ |
| Stress management | B I A | 1 2 3 4 5 | ___ |
| Group dynamics | B I A | 1 2 3 4 5 | ___ |
| Analysis, evaluation and decision-making | B I A | 1 2 3 4 5 | ___ |
| Leadership skills | B I A | 1 2 3 4 5 | ___ |
| Adult learning styles | B I A | 1 2 3 4 5 | ___ |
| Mental imagery and creativity | B I A | 1 2 3 4 5 | ___ |
| Questioning and interviewing skills | B I A | 1 2 3 4 5 | ___ |
| Managing personnel relationships effectively | B I A | 1 2 3 4 5 | ___ |
| Communicating effectively with others | B I A | 1 2 3 4 5 | ___ |
| Speaking before groups | B I A | 1 2 3 4 5 | ___ |
| Public Relations | B I A | 1 2 3 4 5 | ___ |
| Teaching and demonstrating skills | B I A | 1 2 3 4 5 | ___ |
| Managing the two-working-couple home | B I A | 1 2 3 4 5 | ___ |
| Professional and technical writing | B I A | 1 2 3 4 5 | ___ |
| ** Any other items not listed which would be of interest to you: | | | |
| _____ | B I A | 1 2 3 4 5 | ___ |
| _____ | B I A | 1 2 3 4 5 | ___ |

FINANCIAL/BUDGETING

| | | | |
|---|---|---|---|
| Analyzing budgets | B I A | 1 2 3 4 5 | ___ |
| Basic budgeting practice | B I A | 1 2 3 4 5 | ___ |
| Accounting and auditing practices | B I A | 1 2 3 4 5 | ___ |
| Applying for grants | B I A | 1 2 3 4 5 | ___ |
| Applying for state or federal funding | B I A | 1 2 3 4 5 | ___ |
| Gathering statistics | B I A | 1 2 3 4 5 | ___ |
| Software for money management | B I A | 1 2 3 4 5 | ___ |
| ** Any other items not listed which would be of interest to you: | | | |
| _____ | B I A | 1 2 3 4 5 | ___ |
| _____ | B I A | 1 2 3 4 5 | ___ |

KANSAS LIBRARY CONTINUING EDUCATION NEEDS ASSESSMENT SURVEY
DATASHEET

Please respond to the following items by CHECKING the number of the answer which most accurately applies to you:

EXAMPLE: Sex: 1( ) Male 2( ) Female

1. In which Public Library Region is your library located?

1( ) NEKLS
2( ) SEKLS
3( ) NCKLS
4( ) CKLS
5( ) SCKLS
6( ) NWKLS
7( ) SWKLS
8( ) Non-member (County-___)

2. What is the type of library in which you work?

1( ) Township
2( ) County
3( ) City
4( ) District
5( ) School
6( ) Regional Systems Library
7( ) Regional Public Library
8( ) Academic
9( ) Special

3. What is the estimated size of the community in which your library is located?

1( ) 1-500
2( ) 501-2500
3( ) 2501-6000
4( ) 6001-15,000
5( ) 15,001-25,000
6( ) 25,001-50,000
7( ) 50,001 and up

4. Within which age group do you fall?

1( ) under 20
2( ) 20-25
3( ) 26-30
4( ) 31-35
5( ) 36-40
6( ) 41-50
7( ) 51-60
8( ) 61 and up

5. Sex:

1( ) Male
2( ) Female

6. What is your current employment status?

1( ) Full Time (40 hours/week)
2( ) Part-time paid (# hours worked ___)
3( ) Part-time volunteer (# hours _____)
4( ) Full time volunteer

7. What, if any, other income do you have?

1( ) spouse's occupation
2( ) part-time job
3( ) full-time job
4( ) none
5( ) other _____



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8. What is your current salary?

1( ) Less that $1,000
2( ) $1,001-2,000
3( ) $2,001-3,000
4( ) $3,001-5,000
5( ) $5,001-10,000
6( ) $10,001-15,000
7( ) $15,001-20,000
8( ) $20,001-25,000
9( ) $25,001-50,000
10( ) $50,001 and up

9. How many hours is your library open per week? _____

10. What is your current educational status?
(Please check the highest level you have currently attained.)

1( ) Ph.D.
2( ) M.L.S.
3( ) Other Master's
4( ) Post Graduate
5( ) Bachelors degree
6( ) Library Science hours (#) _____
7( ) Some college
8( ) Trade/Vocational school
9( ) High school graduate
10( ) Some high school

11. What is your current employment position?

1( ) Librarian (all-purpose)
2( ) Administrator
3( ) Departmental Supervisor
4( ) Circulation
5( ) Technical Services
6( ) Regional System Staff
7( ) Reference
8( ) Clerical
9( ) Business office support
10( ) Children's Service
11( ) Other _____

12. Number of staff positions in your library:

1( ) full-time (#) ____ (40 hours/week, paid and volunteer)
2( ) part-time (#) ___ (paid and volunteer)

13. Number of years you have worked in librarianship (full and/or part-time):_____

14. How many times have you participated in continuing education activities in the last 12 months? _____

15. What is the main source for your current continuing education? (Check all that apply)

1( ) Local
2( ) Regional (in-state)
3( ) State
4( ) Within your institution
5( ) Region (multi-state)
6( ) National
7( ) none
8( ) other _____

16. What organizations/institutions sponsored the continuing education experiences that you had in the past 12 months? (Check all that apply)

1( ) State Library
2( ) Regional Library System
3( ) higher education
4( ) local institution/ library
5( ) professional association
6( ) local school district
7( ) business/industry
8( ) other _____
9( ) none

17. What, if any, are your constraints to participating in continuing education? (Check all that apply)

1( ) personal cost
2( ) personnel limitations
3( ) personal interests
4( ) time
5( ) lack of program availability information
6( ) lack of appropriate programs
7( ) other areas are more pressing
8( ) none
9( ) other _____

18. What length of time is best for you for continuing education programs? (Please check only ONE)

1( ) half day
2( ) Saturday only
3( ) 3-day
4( ) weekly
5( ) summer school
6( ) full day
7( ) weekends (2-day)
8( ) week-long
9( ) semester long
10( ) bi-monthly
11( ) none

19. What distance would you travel for continuing education?

1( ) within one hour
2( ) within three hours
3( ) more than three hours
4( ) will not travel

20. What time of the year do you find most convenient for continuing education (Check all that apply)

1( ) Spring
2( ) Fall
3( ) Summer
4( ) Winter
5( ) none

21. What time of day do you find most convenient for a continuing education program? (Check only one)

1( ) mornings
2( ) evenings
3( ) afternoons
4( ) all day
5( ) none

22. From which course formats do you learn the best? (Check all that apply)

1( ) formal courses
2( ) institutes
3( ) correspondence courses
4( ) workshops
5( ) on-the-job training
6( ) reading articles
7( ) telenet
8( ) television courses
9( ) programmed instruction
10( ) other _____

23. From which instruction format do you learn the best? (Check all that apply)

1( ) lecture
2( ) video-tape
3( ) hands-on
4( ) role-playing
5( ) lecture/audiovisual
6( ) lecture demonstration
7( ) demonstration/hands-on
8( ) lecture/demonstration/hands-on
9( ) role playing/group discussion
10( ) demonstration
11( ) audio-tape
12( ) group discussion
13( ) slide/sound
14( ) reading/print
15( ) other _____

24. Does your institution offer any of the following incentives for completing a continuing education activity? (Check all that apply)

1( ) salary increase
2( ) promotion opportunities
3( ) job competence recognition
4( ) travel/fees reimbursement
5( ) System incentive grants
6( ) other _____
7( ) none

25. Does your Regional Library System offer any of the following incentives for completing a continuing education activity? (Check all that apply)

1( ) salary increase
2( ) promotion opportunities
3( ) job competence recognition
4( ) travel/fees reimbursement
5( ) System incentive grants
6( ) other _____
7( ) none

26. Rate each of the following items according to their individual importance to you as possible outcomes of participating in continuing education activities. (1 = least importance, 5 = greatest importance):

| | |
|---|---|
| (a) salary increase | 1 2 3 4 5 |
| (b) promotion opportunities | 1 2 3 4 5 |
| (c) job competence recognition | 1 2 3 4 5 |
| (d) travel/fees reimbursement | 1 2 3 4 5 |
| (e) other _____ | 1 2 3 4 5 |
| (f) none | 1 2 3 4 5 |



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27. If the following incentives were available to you on the pretext of your attending continuing education activities, how would you rate their individual importance? (1 = least importance, 5 = greatest importance):

| | |
|---|---|
| (a) salary increase | 1 2 3 4 5 |
| (b) promotion opportunities | 1 2 3 4 5 |
| (c) job competence recognition | 1 2 3 4 5 |
| (d) travel/fees reimbursement | 1 2 3 4 5 |
| (e) other _____ | 1 2 3 4 5 |
| (f) none | 1 2 3 4 5 |

28. Does your institution currently have a written continuing education policy?

1( ) Yes 2( ) No 3( ) Don't know

29. Does your Regional Library System currently have a written continuing education policy?

1( ) Yes 2( ) No 3( ) Don't know

30. Would Continuing Education Units (CEU's) be important to you if their accumulation would result in some sort of recognition system?

1( ) Yes 2( ) No 3( ) Don't know

31. If some statewide recognition could be given to continuing education units to aid in hiring or job preference assignment practices, would you be more likely to engage in continuing education activities?

1( ) Yes 2( ) No 3( ) Don't know

32. What type of an overall statewide recognition system would you suggest? (Please check only ONE)

1( ) credit toward MLS
2( ) credit toward Bachelor's
3( ) state certification
4( ) CEU's for job advancement/salary increase (in-house)
5( ) certificate of recognition for a specified number of CEU's
6( ) CEU's for non-credit
7( ) other _____

33. What is your current priority for continuing education?

1( ) none 3( ) medium 5( ) don't know
2( ) low 4( ) high


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34. What is the likelihood of your pursuing any offered continuing education opportunities?

1( ) none 3( ) possibly 5( ) don't know
2( ) minimal 4( ) certainly

ADDITIONAL COMMENTS YOU WISH TO MAKE:

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## APPENDIX B

FREQUENCIES, MEANS, AND STANDARD DEVIATIONS FOR THE KLCENAS ITEM INTEREST INVENTORY

| | FREQ | X | S.D. |
|---|---|---|---|
| **USER SERVICES** | | | |
| General Reference | 146 | 3.04 | 1.54 |
| Specialized reference | 66 | 1.14 | 1.66 |
| Reference interviews | 72 | .97 | 1.40 |
| Government Information | 108 | 1.71 | 1.57 |
| Interlibrary loan | 145 | 3.29 | 1.64 |
| Storytelling | 145 | 3.08 | 1.66 |
| Children's Services | 150 | 3.48 | 1.54 |
| Young Adult Services | 143 | 3.01 | 1.61 |
| Services to: | | | |
| school faculty/administration | 107 | 1.74 | 1.64 |
| gifted students | 105 | 1.74 | 1.68 |
| shut-ins | 136 | 2.80 | 1.71 |
| institutions (jails, nursing homes, etc.) | 106 | 1.76 | 1.65 |
| local/state government | 102 | 1.61 | 1.65 |
| ethnic minorities | 86 | 1.13 | 1.40 |
| business/industry | 83 | 2.20 | 1.45 |
| researchers and genealogists | 124 | 2.20 | 1.70 |
| farmers and ranchers | 126 | 2.26 | 1.66 |
| Blind & physically handicapped | 141 | 2.77 | 1.56 |
| Rotating books | 131 | 2.88 | 1.86 |
| Mail-A-Book | 101 | 1.69 | 1.73 |
| Conducting user surveys | 84 | 1.39 | 1.60 |
| Teaching library use skills | 103 | 1.79 | 1.77 |
| Reading clinics and adult literacy | 75 | 1.23 | 1.63 |
| Library clubs/reading clubs | 93 | 1.61 | 1.71 |
| Summer reading programs | 154 | 3.63 | 1.50 |
| Community resource files | 110 | 2.08 | 1.76 |
| Archives and rare books | 91 | 1.41 | 1.66 |
| Genealogy services | 117 | 2.29 | 1.84 |
| Vertical file management | 117 | 2.19 | 1.79 |
| **TECHNICAL SERVICES** | | | |
| Cataloging and classification (print) | 142 | 3.00 | 1.65 |
| Cataloging and classification (audiovisual) | 76 | 1.19 | 1.59 |
| Serials and periodicals (processing) | 104 | 1.76 | 1.69 |
| Audiovisual hardware: | | | |
| selection and evaluation | 69 | .99 | 1.39 |
| storage and retrieval | 65 | .92 | 1.34 |
| maintenance | 67 | .99 | 1.42 |
| equipment operation | 71 | 1.12 | 1.55 |



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| | FREQ | X | S.D. |
|---|---|---|---|
| Audiovisual software: | | | |
| selection and evaluation | 58 | .87 | 1.42 |
| storage and retrieval | 54 | .79 | 1.37 |
| maintenance | 54 | .80 | 1.39 |
| Audiovisual software production: | | | |
| audio tapes | 48 | .67 | 1.26 |
| slides | 46 | .61 | 1.19 |
| videotapes | 41 | .56 | 1.18 |
| transparencies | 45 | .56 | 1.10 |
| computer programs | 47 | .77 | 1.47 |
| Book preservation | 130 | 2.58 | 1.75 |
| Book repair | 147 | 3.07 | 1.52 |
| Organization and use of maps | 105 | 1.61 | 1.55 |
| Circulation procedures | 130 | 2.56 | 1.75 |
| Sources of: | | | |
| pre-printed catalog card services | 105 | 1.72 | 1.68 |
| book reviews | 116 | 2.23 | 1.84 |
| software reviews | 55 | .71 | 1.29 |
| MANAGEMENT SKILLS | | | |
| Personnel management | 107 | 1.96 | 1.87 |
| Policy manuals | 123 | 2.32 | 1.73 |
| Collection development | 129 | 2.72 | 1.83 |
| Selection policies | 135 | 2.85 | 1.79 |
| Time management | 115 | 2.19 | 1.85 |
| Library program evaluation | 122 | 2.43 | 1.83 |
| Budgeting and cost control | 129 | 2.64 | 1.78 |
| Management systems (management by objectives) | 92 | 1.51 | 1.67 |
| Public relations, promotions and publicity | 129 | 2.65 | 1.81 |
| Contracting for Regional Library services | 95 | 1.76 | 1.87 |
| Architectural planning for libraries | 73 | 1.05 | 1.48 |
| Legislation relating to libraries | 113 | 1.98 | 1.78 |
| Archives, history and management of records | 93 | 1.52 | 1.70 |
| Assessing and weeding the library collection | 145 | 3.16 | 1.64 |
| Planning and evaluation of library services | 132 | 2.64 | 1.74 |
| Working with trustees and boards | 139 | 2.96 | 1.76 |
| Supervisory skills (aides and volunteers) | 111 | 2.21 | 1.90 |
| Establishing a Friends of the Library group | 107 | 2.08 | 1.92 |
| Analyzing community information needs | 122 | 2.44 | 1.85 |
| Recruiting volunteers | 114 | 2.02 | 1.77 |
| Involving the news media in library programs | 119 | 2.40 | 1.84 |
| Training and library staff development | 96 | 1.89 | 1.93 |
| Working effectively with groups | 123 | 2.51 | 1.88 |

| | FREQ | X | S.D. |
|---|---|---|---|
| Record keeping and report writing | 139 | 2.83 | 1.66 |
| Managing the one-person public library | 133 | 3.26 | 1.91 |
| Operating a combined school/public library | 53 | .77 | 1.43 |
| Public and school library cooperation | 120 | 2.58 | 2.95 |
| Administering audiovisual services | 72 | 1.15 | 1.60 |
| Librarians in the political process | 76 | 1.09 | 1.50 |
| Financing library services | 112 | 2.28 | 1.98 |
| Writing grant proposals | 96 | 1.67 | 1.82 |
| AUTOMATION/COMPUTERS | | | |
| Types of automated services | 46 | .64 | 1.34 |
| Computers for the library user | 47 | .79 | 1.47 |
| Network technology and design | 38 | .53 | 1.19 |
| Interlibrary loan | 69 | 1.38 | 1.86 |
| Automation for library administration: | | | |
| word processing | 42 | .73 | 1.49 |
| data bases | 38 | .64 | 1.42 |
| spreadsheets | 38 | .63 | 1.39 |
| Selection of management software | 38 | .59 | 1.34 |
| Computer retrieval: data bases | 32 | .49 | 1.21 |
| INTERPERSONAL/SELF-DEVELOPMENT (personal) | | | |
| Time management | 125 | 2.61 | 1.86 |
| Stress management | 120 | 2.29 | 1.82 |
| Group dynamics | 79 | 1.38 | 1.73 |
| Analysis, evaluation and decision-making | 114 | 2.16 | 1.82 |
| Leadership skills | 122 | 2.49 | 1.83 |
| Adult learning styles | 103 | 1.91 | 1.83 |
| Mental imagery and creativity | 111 | 2.19 | 1.91 |
| Questioning and interviewing skills | 99 | 1.78 | 1.81 |
| Managing personnel relationships effectively | 110 | 2.22 | 1.93 |
| Communicating effectively with others | 134 | 2.98 | 1.83 |
| Speaking before groups | 127 | 2.51 | 1.86 |
| Public Relations | 131 | 2.77 | 1.81 |
| Teaching and demonstrating skills | 114 | 2.16 | 1.82 |
| Managing the two-working-couple home | 103 | 1.86 | 1.88 |
| Professional and technical writing | 79 | 1.24 | 1.65 |
| FINANCIAL/BUDGETING | | | |
| Analyzing budgets | 110 | 2.02 | 1.77 |
| Basic budgeting practice | 125 | 2.53 | 1.78 |
| Accounting and auditing practices | 100 | 2.53 | 1.81 |
| Applying for grants | 109 | 2.16 | 1.95 |
| Applying for state or federal funding | 112 | 2.31 | 1.95 |
| Effective purchasing practices | 118 | 2.48 | 1.88 |
| Gathering statistics | 105 | 1.69 | 1.69 |
| Software for money mangement | 44 | .60 | 1.24 |



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4 "Books and Articles Relating to Community Development and Community Analysis"
5 "School-Public Library Cooperation"
6 "Public Relations and the Public Library"
7 "Administration of the Small and Medium Sized Library"
8 "Library Networking and Interlibrary Cooperation"
9 "Books by Mail and Bookmobile Service"
10 "Technical Services"
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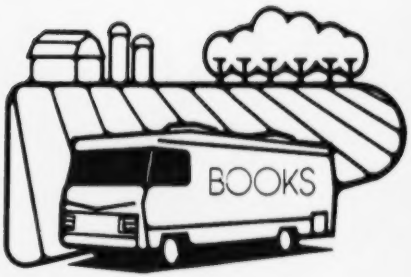
*Going Strong*
*After Eighty Years*

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# CHALLENGES OF THE RURAL ENVIRONMENT: IMPLICATIONS FOR PUBLIC LIBRARIES

Daryl K. Heasley
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University Park, Pennsylvania

and

Deborah A. Price
Masters Candidate, Rural Sociology
The Pennsylvania State University
University Park, Pennsylvania

## OVERVIEW

Rural libraries have been a vital and intrinsic element in rural communities since the inception of the concept of travelling libraries (rural) by Melvil Dewey, New York, in the 1890s. History supports that nothing has changed in that regard as we have reviewed the current and historic literature as basis for the paper. Other states soon followed this innovative model (Fair, 13) and by 1909, in California, county library systems produced one of the first unifying elements in rural areas (Humble, 3). Lisa De Gruyther's article on the history and development of rural public libraries provided us with an excellent overview of this aspect of rural libraries up through 1976 (80, 513-323). Moreover, the seminal work of Charles V. Galpin, a significant founding father of the rural sociology discipline--our discipline--on the influence of social forces upon farm life, was made possible because of the support provided by the librarian of Belleville, New York. The librarian provided roadway



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maps of the area, selected socio-demographic information about the families of the area, and information about the various social agencies operating in the vicinity (Humble, 1). We still turn to libraries for similar and expanded sources of information for such studies.

## PURPOSE

Early librarians had to ask "What is the purpose of a rural library?" (Humble, 51). They found that rural people were essentially interested in libraries as sources of amusement and information (Fair, 59). We are prompted to ask "How or have these early purposes changed?" Your predecessors had to determine their clientele. Who are the rural people? What are their strengths, their limitations? (Fair, 61-77). Once the socio-demographic characteristics of this population are determined, "How does one select appropriate materials?" (Humble, 61-69). How does a rural library capitalize on its strengths while obtaining materials to help overcome its weaknesses? (Fair, 79-105). How does one promote a rural library in such manner as to gain additional support from "friends of the library" while providing detractors with answers that turn them into supporters? Then, as now, libraries had both types of persons among their clienteles. Currently, a petition started by Cumberland County property owners has asked that voters in November, 1987, have the chance to repeal the levy to assess monies for the libraries won in May, 1987. If successful, library officials say it would be disastrous for the county's seven member libraries.



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The libraries have asked for court intervention to set aside the taxpayers' petition and keep the issue off the ballot on a legal technicality (Centre Daily Times, September). The outcome has been determined, but we have not heard the results. Contrariwise, Rockland, Massachusetts, voters overrode the state's tax top imposed by Proposition 2 1/2 and added $1 million to double the space of the 1903 Carnegie Library Building (Library Journal, 21).

What campaigns and strategies are appropriate for rural libraries? (Fair, 106-137). Obviously, campaigns and strategies for any purpose must be formulated against an appropriate backdrop. Ours is a rural backdrop. Let us begin examining the challenges of the rural environment by first looking at some selected socio-demographic characteristics of the rural population.

## RURAL PEOPLE

### Nationally--What Happened To the Movement of People

A significant event called "the population turnaround" occurred in the late 1960s. It became most evident and measurable in 1972. For the first time in more than 160 years, the population growth rate was higher in rural than in urban areas, despite a decline in the national birth rate (Beale). The reasons for that phenomenon are still being debated by demographers. The population turnaround in the 1960s did result in a rural population growth of 4.4 percent. Between 1970 and 1980, this growth rate had climbed to 15.4 percent, with a rural population increase of 8.4 million (Office of Rural Development).



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This growth, however, was not uniform across the United States. Four factors seem to have influenced this unevenness most. These were the growth of the extractive industries, expansion of the resort industries, the relocation of persons of retirement age, and/or the location of a four-year college or university.

If these were the trends during the 60s and early 70s, what are the current trends? Richter reports that nonmetro growth has slowed considerably while metro growth increased; thus, ending the urban to rural population turnaround. He further notes, however, that amenities and recreational characteristics of nonmetro counties contrived to attract migrants. He asserts that preferences for rural areas remain as an important reason for moving. Murdock et al and Lichter et al indicate that noneconomic factors have become increasingly important mediators of age-specific migration and that nonmetro population growth during the 1970s is largely in rural, not urban areas. Furthermore, the USDA/ERS Study, Rural Economic Development in the 1980s: Preparing for the Future stated "Rural population trends during the 1980s have returned to the generalized declines of the 1950s and 1960s. Almost half of all nonmetro counties (1,160) lost population during 1983-85. During 1985-86, rural areas experienced a net out-migration of 632,000 people."

Nationally--What Happened to the Composition of People

Population change in size and geographic distribution is but one aspect for consideration by persons providing



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services to rural areas. Another significant aspect is the nature and structure of this population. Today, one in every four Americans (or 57 million people) lives in nonmetropolitan areas (Office of Rural Development). Twenty-eight percent of the American population 18 years of age and under lives in rural areas (Stern) as does one-third (11 million) of the nation's total elderly (Herbert & Wilkinson). Rural persons continue to lag behind urban persons in years of formal education. High dropout rates are higher in rural areas. Finally, out-migration was heavy for high school graduates and for persons with four or more years of college in nonmetro areas.

Pennsylvania's Population

The overall population number remained relatively the same for the 1970-80 decade at about 11,900,000 persons for Pennsylvania. Pennsylvania has the largest rural population in the nation (about 3,600,000). In addition, it has a continually aging population. Those 65 years of age and older increased by 2.1 percent between 1970 and 1980 (Census Update, 1). Of particular impact to rural libraries is the fact that Pennsylvania ranks fourth nationally in illiteracy rates according to the State Secretary of Education, Thomas Gilholl (The Daily Collegian, 6). While speaking at Penn State he stated, "Literacy in Pennsylvania is far from what it should be and programs throughout the state and [Penn State] University are being implemented to help this problem"



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(Ibid). He should add and at Clarion University of Pennsylvania. According to the 1980 Census, 61 percent of the population is 25 years of age and over: more than two and a half million Pennsylvania residents (35 percent vs. 58 percent for the nation) 25 and over have not completed high school and of that population, 52 percent (1,331,659) have completed 8 years or less of formal education (Department of Education). Furthermore, the Institute for the Study of Adult Literacy, Penn State University, estimates that about one-third of the population in Pennsylvania is functionally illiterate (Askov). Vavrek (1980) reports that nearly one and a quarter million rural residents in Pennsylvania were served by fledgling or substandard libraries or were unserved by any library. Approximately another 93,000 were served by libraries with service populations under 5,000 (565). Certainly, these factors highlight the absolutely critical role of rural libraries in trying to reconcile the need for rural education with the level of current services.

## WHAT HAS HAPPENED TO RURAL COMMUNITIES?

### Nationally

While growth and economic vitality were the dominant rural themes in the 1970s, structural change and economic dislocation have become the overriding rural issues in the 1980s. A "rural areas shift" from heavy dependence on natural resource based industries to more reliance on manufacturing and service industries (many are low-wage, low-skill jobs) left areas open to rapid shifts in production technology

and reduced their competitive position nationally. Moreover, in many rural communities, the problems caused by adverse economic conditions are not new phenomena. Growth of non-agricultural jobs never caught up with the increase in the number of individuals displaced from agriculture or mining in the post-war era. Even before the economic crisis of the 1980s, poverty, unemployment, substandard housing and unsanitary living conditions had become a way of life for many rural residents. The USDA/ERS study entitled, "Rural Economic Development in the 1980s: Preparing for the Future" found that since 1979 the number of urban jobs was increased by 13 percent vs 4 percent in rural areas. High rural unemployment is concentrated in, among other areas, the mining and energy counties of Appalachia.

By comparison with urban residents, the gap in average per capita income narrowed slightly in 1965-73, but it widened during 1979-1984.

A greater number of people falling below the poverty line live in rural areas than in the United States as a whole (14 percent vs. 11 percent) and more are "the working poor." In 1985, the rural poverty rate was 18.3 percent vs 12.7 percent for metro areas. The metro rate has fallen since the last recession, while the nonmetro rate has not (USDA/ES). Furthermore, statistics gathered in 1979 placed 21 percent of all nonmetropolitan individuals over the age of 65 below the poverty level. Only 13 percent of metropolitan residents in that age group suffered a similar fate.



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The urban-rural gap pervades all aspects of a rural resident's life. Across America, researchers have found higher infant and maternal mortality rates in rural areas. In addition, 39 percent of all substandard housing can be found in these parts of the country, which contain only 34 percent of the nation's population. Rural elderly occupy a disproportionate share of the nation's substandard housing. Ten percent of all nonmetro counties (242) are categorized by the federal government as persistent poverty counties (Lawrence, 3).

Furthermore, public service demands do not remain static once programs are established. Evolutionary changes in national and regional economies, coupled with recent economic shocks to select industries, pose many new service challenges to governments. Three of those service challenges with the greatest potential impact on communities will relate to education, health care, and social services.

In a speech last year, Iowa State University Professor Neil Harl said "Rural education in this country is entering an era of enormous opportunity in terms of educational needs of individuals, both youth and adult." He predicted that "one of the most significant shifts in the demand for education in rural areas over the next five years" would be to adult education. We have pointed out earlier that Pennsylvania's population lags the nation in years of formal education and in median age--a very significant consideration for rural libraries. Harl concluded that rural educators face "a task of herculean proportions: reconciling unprecendented demands for educational services and carrying out programs



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in an environment of diminished local capacity to support established levels of educational service" (Lawrence, 7).

Pennsylvania Challenges

If one looks at the patterns of community growth and decline during the 1970-80 decade, the western half and the "hard coal" areas of the state had a decline of the productive age cohorts (18-64 years of age) and an increase in the 65 years of age and over cohorts. This was due to declines in labor needs in heavy and energy industries. In growth communities, demands for community services and facilities, including library services, are unable to keep pace with the consumer demands. Conversely, in growth deficit communities, the challenge is the maintenance of the established intrafrastructure in light of declining revenue sources. Even in population growth-stable communities, consumer demands are ever-changing in these regards in the direction of more, not less, services and facilities. How do the rural libraries meet these challenges from the rural environment? Let us begin with a general overview of rural-urban differences in library resources and services, add some "cases" from across the country and from Pennsylvania, and end with a series of questions and examples for implications for rural libraries in light of the rural environment-generated challenges.

## WHITHER THE LIBRARY IN RURAL COMMUNITIES?

Appropriately for the overview, we turn to a long-time friend and colleague from this institution--Dr. Bernard



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Vavrek. Vavrek (1983) states:

> By whatever definition, the rural library has led a closeted existence. Sixty-five percent of all public libraries in the United States serve populations of 10,000 or fewer people (266).

Moreover, a recent study of public libraries in Illinois indicated that rural libraries tend to have significantly fewer books, loans, and expenditures. On a per capita basis, however, they differed significantly from nonrural libraries only in operating expenditures. For 306 rural libraries, the mean operating expenditure per capita was $9.88, the median, $8.86; for 80 nonrural libraries, the figures were $30.24 and $14.53 respectively (American Libraries, 323).

Vavrek (1983) continues that beyond geographical isolation, the major problem lies in the lack of academically prepared librarians. In his sample, about 50 percent held baccalaureate or masters degrees in library science. Rural libraries average three full-time worker equivalents. Volunteers comprise about 25 percent of this service force (267). It is doubtful whether any other institution in our society depends upon the untrained person as much as the rural public library (286). In addition to the limitations set fourth by Vavrek, Buckland and Hindle outlined several problems in library decision making. These are: (1) Director does not have lateral decision making privileges, but must involve others in the process such as paid and volunteer staffs, advisory boards, local governments, and others in policy and operational decisions; (2) logically ensuing from this process, most decisions favor the users rather than the

staff because of the differential proportions of "groups" involved in the process; and (3) decisions are made for a number of heterogeneous groups with conflicting interests which further compound the problems of a rural library. Moreover, all decisions stem from two quite difference concepts. To wit: quality (how good is the service?) and value (how much good does it do?) (45). The "staffers" might be expected to concentrate on the first concept while the clientele concentrate on the latter concept or both concepts.

Despite all of the handicaps, adversities, and limitations, rural libraries [are] in the spotlight according to Kyren (Library Journal, 20). He headlines, "A mushrooming concern for rural library services mirrors swift and sweeping economic change," (Ibid). A part of this "concern" was generated by the 1982 "Joint Congressional Hearing on the Changing Information Needs of Rural America: The Role of Libraries and Information Technology." Let us turn to some case examples which help illustrate the concern for rural library services vis-a-vis today's resources vs. needs.

## SOME CURRENT EXAMPLES OF RURAL LIBRARIES MEETING THE NEED

If rural information needs are so great, what is being done to meet those needs? National, state, and local programs, while not documented as great in number, certainly are attempting to meet the rural information demand. The following is a summary of some selected programs, new and old, which are helping supply information to rural citizens.



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National

On the national level, the Cooperative Extension Service and National Agricultural Library have recently joined forces to form the national USDA Rural Information Center (RIC). RIC is designed to combine the resources of the largest agricultural library in the free world with the subject matter expertise of Extension's educational network which crosses the nation.

The primary goal of RIC is to provide information to local government officials who research, develop, support, and implement rural development programs. Local officials should be able to access RIC through a computer telephone network linking county and state extension offices with RIC's headquarters at the National Agricultural Library in Beltsville, Maryland. National full-scale operation is scheduled for January, 1988.

RIC provides information in four main areas of rural revitalization: economics, services, leadership, and the natural resources base in relation to quality of life.

RIC offers four different services to local governments. RIC provides information and referral providing a hard copy of information from one of several databases. Then, if cited publications are needed, they can be obtained through interlibrary loan from regional or local libraries. Subject matter consultation is available from extension. An annotated bibliography series is being published and a monitoring and analysis service to track and describe future trends in rural areas will be available (RIC, 1987).

Inter-State

In the western states of Colorado, Utah, Montana, and Wyoming, a project called "The Intermountain Community Learning and Information Services Project" (ICLIS) is being implemented with support from the Western Rural Development Center and the W. K. Kellogg Foundation. This project began in 1979 by assessing rural informational and educational needs in the intermountain states. This study found that of the rural residents surveyed, nearly one-third of them had to leave their hometown to get needed information (in the West this is often equated to a three-hour drive). In addition, more than 65 percent of the respondents participated in some organized educational program during the past year (which also means considerable travel) (Joint Congressional Hearing, 13).

As a result of this assessment, the ICLIS project began developing services in relation to the following mission statement:

> To deliver educational and informational services to rural residents through application of telecommunications and information technologies in the rural public library" (1987 ICLIS Annual Report).

This project is striving to provide new information resources and improve education and training opportunities for rural residents.

State

In New York, the New York State Legislative Commission on Rural Resources has established a rural information library



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and a newsletter entitled Rural Futures. If you are not on the mailing list and want to be, you may want to contact the editor. In addition, one of nine action strategies outlined by the commission for improving human services and community life calls for the development of three areas of interest to rural libraries. They are:

1. Become a clearinghouse for information, research, and technical assistance to rural local governments including the development of inter-municipal cooperative arrangements.
2. Provide comprehensive information for rural areas on existing public and private rural development programs.
3. Provide a competitive grants program to explore the concept of interactive instructional networking through distance learning (Lawrence).

In Pennsylvania, the Center for Rural Pennsylvania has plans to provide competitive grants for study in areas of rural development. The grants are for studies on rural people and communities, community services, educational outreach, and rural values and social change. These represent possible study areas for people with interests in rural libraries. Persons in the state system of higher educational and land grant university system are eligible for these grants. Representative Wright from this legislative district was the prime sponsor of this legislation and the first board meeting called by him is scheduled for November 19,



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1987, in Harrisburg. Information concerning proposal guidelines will be forthcoming shortly thereafter.

Regional

The South Central Minnesota Interlibrary Exchange (SMILE) serves a nine-county area in Minnesota. The function of SMILE is to link the region's school, special, public, and academic libraries with the broader information and library sphere. In addition, SMILE works to develop local libraries, identify and share resources, and improve professional competence of the area's rural library staff.

The SMILE system serves over 120 public, academic, school and special libraries. These libraries have access to inter-library loan and a regional reference service. According to Barbara Sheldon Monie, Coordinator of SMILE, "The rural resident has the needed resources of the region, state, and often the nation at his or her fingertips within a few days of the request."

In addition to providing information to rural residents, SMILE provides a professional forum (and exchange of information) through a monthly newsletter and discussion group. Technological advances in providing information are manageable because of the spirit of camaraderie shown by the people working in the member libraries who work to make them part of a larger whole--SMILE (Joint Congressional Hearing, 28-31).

Local

Jason Hardman of Elsinore, Utah, took matters into his own hands in his community. When only ten years old, Jason started his own library in a unused room in the basement of a building serving as a town hall. He got his library started with some old books from the Elsinore Literacy Club and donations of old books from community members. Even a neighboring city library donated their duplicate books, and within two months Jason had collected 4,000 books. He was the only librarian, and he kept the library open from 4 to 6 p.m. on Tuesdays and Thursdays.

Testifying at the Joint Congressional Hearing on the Changing Information Needs of Rural America, Jason reviewed his assessment of this small rural town's library needs. He stated, "I was not alone in needing a library. Other people besides me needed information or recreational reading or help in preparing school assignments. Everyone seemed to want information about many subjects, it was just not available in Elsinore" (Joint Congressional Hearing, 10-12). [Dr. Vavrek testified at the Joint Congressional Hearings and was called in to consult with the National Ag Library (RIC) initiative. He is a recognized expert on rural libraries.]

Illiteracy Programs

With the increased naitonal focus on illiteracy rates nationwide, a brief mention of two types of illiteracy programs is appropriate here.

Regional libraries are typically the recipients of literacy grants in Kentucky, but recently a Development District was awarded $15,000 to start a volunteer tutoring program. The district undertook this initiative because it "sees the literacy problem as critical to business and industrial development" (News and Notes, 1).

Prisoner-run literacy programs are becoming popular since Camp Hill State Prison near Harrisburg set up the first program in 1981. Since then, Ohio, Maryland, Virginia, and Louisiana have started programs, and Indiana and Wisconsin are considering such programs.

A guide book is being written by the inmates on Huntingdon State Prison's Literacy Council. This guidebook will contain information on organizational dynamics, selection and training of tutors, student-tutor relationships, maintaining tutor interest, selecting supplementary materials and teaching survival skills.

It is estimated that between 40 and 60 percent of the nation's inmates have problems reading. Studies show that inmates who receive educational training are less likely to become repeat offenders. The inmate-run programs help the tutors along with the students, according to prison educations (Centre Daily Times, September).

## WHERE TO FROM HERE?

It seems to us that rural librarians should take full advantage of the current concern over illiteracy, poverty, the growing gap between urban and rural areas in employment



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opportunities, provision of community facilities and services, the increase in growth in rural elderly populations, lack of rural leadership, and when possible, voter attitudes favorable to expansion of library services in rural areas to mention a few. We have no magic solutions for accomplishing this onerous task, but some of your colleagues do.

Buckland and Hindle (57-58) suggest: (1) decentralization of main libraries through bookmobiles (Center for the Study of Rural Librarianship), satellite uplinks/downlinks dishes (DeJohn), and rural schools (Hortin, Kurtz, and Hause); and (2) Automation of existing systems to facilitate the first suggestion. They caution, however, that while automation of the service system will reduce searching costs for materials, it will increase queuing or sequencing costs for locating and delivering these materials. Decisions will have to be made as to the "mix" of automation.

Welch (80) suggests the need to establish universal definitions for rural and rural library services. Once defined guidelines or standards for rural library services need to be developed, adopted, and used. Current minimal guidelines are inadequate to assure quality services (599-617).

We suggest continuous strategies aimed at making all clientele aware of, interested in, supportive of, and users of the existing services and wanting and willing to pay for additional and appropriate services.

More specifically, we suggest that you look at your own communities and determine what challenges the rural environment present to you. What has happened to your population--increased,

decreased, remained stable? What are the prospects for such a scenario to continue or to change? What has happened to the location of the population--remained in relatively the same location or moved within your community service area? Has the population age profile changed or remained the same? If changed, how?

The Bradford County, Pennsylvania, library system undertook a needs assessment in order to address these questions as the basis for a long-range planning effort in order to try and make the services as user-friendly as possible. In Aaronsburg, Pennsylvania, an area of increasing age cohorts, the community library is located in the sanctuary of a former church and a museum of local history, including pictures and artifacts, is located in the basement of the same building in order to take advante of the legacy of a truly historic borough. Since this is an area of local quilters, the library walls and ceilings also are adorned with their products in order to reflect the flavor of the area. Volunteers help staff the library and elusively staff the museum. We think this is an appropriate way to link the past and present with the future.

If the age profile has increased dramatically with the senior citizen cohort, then perhaps instead of another bookmobile, a van to take citizens from a different geographic location each day to the "library" is in order. Older persons, especially when younger family members move elsewhere for economic reasons, need a social support system. Where better to help foster such a support system than at the local library?



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While they are there, why not use them as foster grandparents for school children? A spin-off on this idea was initiated in Boalsburg, Pennsylvania, by a retired elementary school teacher and other interested persons. They developed and produced a History of Boalsburg. Second and third graders in the local elementary school are taken on a field trip to relive the history of the community. How many rural communities are rich in history, but no one is saving it? The community library in Hamburg, Pennsylvania (a 1903 Carnegie model) has let the local history lapse since the nation's bicentennial in 1976. What a wonderful way to update it using long-time residents. As volunteers they feel useful, respected, and have a pool of friends. Their labors can help the library function within budget.

We are sure you can think of all kinds of ways in which rural libraries can meet the challenges of rural environments--from people challenges to community challenges. In fact, we would argue that the future of rural libraries, and the critical role for them in rural communities are limited only by the lack of creativity, vision, and leadership abilities in people like you and us. Conversely, the large amounts of these attributes available at this conference will provide a continuing and solid base for library service in the present, and for the future, as it has done in the past. God speed you on this essential and enormous task.



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# THE LIBRARY'S COLLECTION AND THE RURAL COMMUNITY: SOME POSSIBILITIES

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Being "brand new" to the profession of librarianship, as a graduate student in a library science program, I have found myself approaching this topic more as a patron than as a librarian. The majority of my experience has, often times, been as a confused or uninformed student or citizen, wandering the aisles of various public libraries, in search of answers, entertainment, diversion, ideas, excitement, direction, or just some peace and quiet and a place to read and think. Underlying my wanderings was always the unexpressed feeling that this place, housing all these books, must hold the secrets to a happy, fulfilled, exciting life--if I could just discover the secret code to break into its secrets! Now as a hopeful librarian, I find myself anxious to provide the services and programs I had hoped to find as a patron, over my years of library wandering. I began the research for this paper with several questions and purposes in mind: what kinds of services can a library offer to adults to help unlock the mysteries of books; how does a librarian discover a patron's unexpressed needs and desires; how is a connection made between the patron's needs and the library's possibilities; is the situation of the rural public library different than that of other public libraries?



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Through my research, I have "met" many wonderful librarians--people I shall probably never meet personally--but I have been introduced to their ideas and thoughts through their writings. As someone coming "late" to the field of librarianship, I am grateful that these people took the time to share their ideas, in writing, with the profession, so that their insights are still available to searchers such as myself. I have discovered that many programs and services have come and gone in the libraries of this country, over the past 136 years.[1] It is gratifying to know that these experiences have not been lost to librarians for the years ahead. I only hope that my sharing of some of their writings, in this paper, will do their thoughts and ideas justice, and demonstrate the respect I have found for the profession I am preparing to enter.

In searching through the literature of librarianship, one discussion comes up again and again: who do we serve? Is the primary job of the librarian in a public library to serve those citizens who enter our facility and request help, or do we have some responsibility to go beyond the library's doors and advertise our services, promote our possibilities, question citizens as to their needs, and then design programming to assist them? In writing this paper, I have chosen to take the latter stand. Having listened to all the arguments of this many-sided debate, I have concluded, as my personal philosophy of librarianship, that a public library is just that--public. It is a tax-supported institution within a particular community setting, and has the mandate

to try to serve all of its citizens, by actively reaching out to the community and presenting its wares. Therefore, the programming and services discussed in this paper, will concern patron and nonpatron--including those people who cannot enter the library due to disability, lack of transportation, personal fears, institutionalization, or incarceration.

Considering the possibilities for programming and services, the librarian can not merely charge ahead and "program." Instead, the constraints of money, time and qualified people must be considered. Especially in the rural library setting, limited resources must be balanced skillfully to achieve effective adult services.

But, I believe there are two other aspects to consider, over and above effective use of library resources. And, unless these are considered and dealt with carefully and effectively, and degree of programming will be unsuccessful--even with access to unlimited library resources.

The library must find out what the citizens want, (and cannot get within this community, at this time,) in the nature of services and programming. And the citizens must find out what the library can offer to them. You cannot ask for something you do not know is possible; you cannot program without consideration of needs--well, you can, but then you complain because "nobody came."

Many librarians have been doing research into the specific needs of rural communities and how to use community analysis to determine these specific needs. Information Needs Assessment

of Rural Groups for Library Program Development, by Daniel Barron and Charles Curran,[2] is an excellant, step-by-step community analysis program designed specifically for the rural library. It is simple enough in its approach for the small library to tackle, yet the results of the analysis will get at the heart of this particular community's assets and needs. Mr. Curran and Mr. Barron state:

> It is very possible that we do not know enough about the individuals and groups in our service communities; especially the nonusers, those individuals who never present their needs to the existing library system's circulation or reference desks, telephone, or bookmobile. In order for us to provide for the information and other library needs of people, we must first know what those needs are. Perhaps we have relied too heavily upon an osmotic form of needs assessment in all our library communities; having lived in a town for a number of years and being active socially, we tend to believe that we just know what the community needs are.
>
> Librarians must develop close and empathetic relationships with the community....We must, however, add to that another dimension, one that will help us assess effectively the expressed needs of people in our community as well as provide for those needs which may not be as easily or clearly articulated. From this assessment, we can develop program alternatives and select those which are most cost-effective and, at the same time, those which can add most significantly to the quality of life for those who live in our community. The subsequent evaluations may also provide, for ourselves, our service community, and our governing bodies, evidence which shows our real and potential effect as a human service institution. The taxpayer and the tax allocator both require more effective communications from us to understand what we are trying to accomplish and that which we could accomplish given the appropriate level of funding. Effective needs assessment is one way that this may be done.[3]

Not all rural communities have the same characteristics. Studies point to nationwide trends, such as remoteness from social services and agencies, inadequate educational facilities, a higher number of people over 65, and so forth. But each



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community has specific assets, a specific population, and specific needs. It is vital for the librarian to do an analysis of this community to know best how to serve these citizens effectively. In any community, the library should never find itself duplicating the efforts of other qualified groups or agencies. This is especially true in the rural community setting, where resources are more limited and limiting.

One characteristic of the rural setting that is mentioned frequently in various studies, and is basically true of all small communities, is the "personalness" of the community. Being smaller in size and complexity, people know each other. They talk to each other on the street, in the stores, at meetings.

> Geographic remoteness means a different way of obtaining information. In rural areas, oral communication from neighbors tends to be the primary source of information, due not only to a shortage of organized information services, but also to a lack of knowledge of their existence and belief in their use. Isolation causes alienation and suspicion, a mistrust, of information obtained from the "outside world." Rural peoples tend to be ear-oriented.... They also tend to be person-oriented rather than thingoriented, which calls for individualization and personalization of materials delivery. Even if information is available, it will not be used unless it is presented in a way that takes into account these characteristics.[4]

As librarians, we must go outside the library building and talk to the citizens. They need to know who we are, what the library is about, what resources it has available for this community, what services and programs it can offer to improve this community's quality of life--this citizen's quality of life. The librarian should also talk to the



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other service providers within the community to discover what they are doing currently, how the library can help them, and how they can help the library. As was mentioned earlier, duplication of efforts is not needed in a small community with limited resources.

The person-to-person approach is the most effective means of advertising library programs. Once the citizens know what the possibilities are and the librarian knows what the needs are, effective planning can begin for adult services in this community. Citizens should be invited to serve in an advisory capacity, during actual program planning, as they will know best what delivery of service will be accepted by their community. These citizens will also be the most effective means of promoting the services to the community. And it will be important to obtain their evaluation of the success or failure of the individual program, with recommendations for continued services.

Librarians Rose Vainstein and Margaret Mann have proposed the following adapted diagram of quality public relations:

| | | | | |
|---|---|---|---|---|
| Determining Public Needs (Community Analysis) | + | Courteous, Effective Services | + | Stimulation and Informing the Community (Publicity) |

Organizational Committment to Service
(Based on each Library's Goals, Objective and Priorities)[5]

I would like to suggest that the model prior to this end result, for establishing quality adult services (courteous, effective services) would be:



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| Determining Public Needs (Community Analysis) | + | Informing the Community of Library Possibilities (Person-to-Person) | + | Community Involvement in Planning/ Evaluation |
|---|---|---|---|---|

Organizational Committment to Service
(Based on the Library's Goals, Objectives and Priorities)

Effective evaluation of programming and services can serve as an effective means of continuing community analysis. A need has been discerned, a program has been designed and presented to address this need: what happened? Did the program actually fit the need? Was the need misunderstood? Has a "new" need surfaced as a result of this program? Careful evaluation of what happened in and through this program, by the library staff, the program presentors, and the community representatives who participated in the needs assessment and planning, can lead to the next step, the next program.

Evaluation based purely on the number of participants attending is faulty for many reasons. I would like to suggest the following factors for consideration in the evaluation process:

(1) Was this program offered to meet a researched, perceived need, for this community?

(2) Did the library do sufficient outreach and public relations to advertise and explain this program--person-to-person?



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(3) Was the material presented with full recognition and respect for the adult learner and his/her particular approaches to learning?[6]

(4) Was the environment and time frame humane?

(5) Did the presentor relate well to the participants?

(6) If only a small number attended, why? Lack of public relations, bad date or time, not a real need in the community, format not comfortable to citizen, too long, too involved, too demanding? Lack of numbers should be seen as a sign of problems with planning, not a conclusion of failure.

Having considered the community analysis process and the rural community setting, what programs and services can the local public library offer to its citizens as possibilities? A search of the library literature soon discloses the answer to this question to be as bottomless and possibility-full as Strega Nona's pasta pot![7] Therefore, for the purposes of this paper, I should like to limit our considerations to the area of reading: what programs and services can the library offer its citizens in this use of its collection and the development and enrichment of reading.[8]

Most citizens see the library as a building where books are kept, where they can go to read. But, while this basic aspect of libraries may be common knowledge in a community, there may be much that the library professionals consider to be common knowledge, that is, in fact not known by the community. Some basic concerns and questions citizens may have include: how to get a library card, what requirements



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there are for entering this institutional building that looks like an extension of the formal schooling of their past, what the hours are, what questions will be asked of them when they enter that door, how to find a book they would like, what kinds of books this building has, will their needs seem silly or not "educated" enough to the library professionals they have to "go through" to gain access to the collection. We say that everybody knows you can get best sellers and current magazines at the local library--but does everybody really realize this? Do most citizens even know that the library buys paperback books now? Beyond this, do they know about talking books, books on records or cassettes, large print books, low reading level materials?

Do they know that there is a service available called inter-library loan? Do they know how this service works and what it can do for them, personally? Do they know that their privacy is protected within this building, that their requests will be respected and not belittled or discussed with others?

The basic business that the library is about is lending books. To do this effectively, I think the library professionals must go outside of the library walls and "re-introduce" this library's business to this community, in a nonthreatening manner. As librarians we need to break down any barriers that may exist between the local citizens and the library building and the services available within its walls. The natural place to begin is to explain what we have in our collection and what we can get, if our citizens want it--either



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through direct purchase or inter-library loan, and how we can deliver these materials to our citizens--in the library service to the homebound or institutionalized or remotely-located citizens. When people begin to see that we care so much about our collection that we'll even bring it to them, that we'll come to their meetings and local gathering places to promote what we have and invite them to come and see us regularly, then the fears of making that first trip behind those imposing doors may be overcome.

Dr. Phyllis Smith, a professor of education, made the following observations in an education class designed to promote reading at the secondary level:

> A book is your opportunity to talk personally to this author.
>
> Why don't people read? Maybe because nothing has ever turned them on about books.
>
> We need to be able to respond to a book--to talk back to the author--to argue with him or her.
>
> Books become our friends--I remember what I was doing when I read it, where I was, who I was.
>
> I must be a reader if I want to encourage others to read. It will be my own enthusiasm with reading that will reach others. We must encourage people to become thinking readers. To encourage them to search out many ideas on a topic--don't stick with one book, one set of ideas. Emphasize that there are always more than one idea on a subject. And remember that it isn't how many books you get through, but what books get through to you.[9]

I have been amazed and disappointed that in no library science class, concerned with adult library services, has the joy of reading been discussed. When speaking of library services for adults, all we talk about are information storage and retrieval, reference questions and answers, selection



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policy, etc. But no one has ever shared the possibilities and joys of all those books lining library walls. No one has talked about how we, as librarians, can share those beautiful resources with our citizens, in an enthusiastic way.

All of the studies today of the illiteracy problems in our society have brought out some interesting facts about the basic literacy of our society. A new word has been coined: aliteracy--for those people who can read but choose not to read. Research with the elderly in literacy programs has found: "...that elderly who learned to read in literacy programs rarely read for pleasure because they have not been presented with reading as an integral part of their life and enjoyment."[10]

This study pointed to basic problems with our society's attitude toward reading. It was brought out that, as a whole, we do not place value on reading in our society. Many parents become uneasy with the child who reads too much. Rather, we emphasize play, sports, and group activities. A person who prefers to spend time alone with a book is viewed as having some social maladjustment, in all age groups. And television viewing is more accepted, in all age groups, than is reading. Even literacy programs aim only for functional literacy:

> They typically emphasize the mastery of basic survival, functional, and job related skills. Rarely do they move the participant to the joys of reading the many great works of literature available, or lead the participant to read even current works which might stimulate thought and discussion.[11]



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Or pure enjoyment? If the library's core purpose is books, shouldn't we, as library professionals, be about drawing people to the joy of reading? And how can we do this?

Joni Bodart suggests an excellent method for sharing our enthusiasm about reading and books with our citizens: Booktalking.

> What is a booktalk? In the broadest terms, it's what you say to convince someone to read a book. It's what I was doing as far back as grade school and as recently as yesterday when someone said, "Joni, you've read a lot, tell me a good book to read." It's sharing your enjoyment of a book with other people and convincing them that they will enjoy the book, too. A booktalk is not a book review or a book report or a book analysis. It does not judge the book's merits; it assumes the book is good and goes on from there. As a dramatic art, booktalking has something in common with storytelling, although in content it more nearly resembles an unfinished murder mystery--it doesn't say "who dunnit," but it makes you want to find out. A good booktalk reaches out to the listeners and involves them so they become not merely listeners but participants. It makes them care enough about the people in the book to want to read it and see what happens after the end of the talk.
>
> A good booktalk is enticing. It is a come-on. It is entertaining. And it is fun, for both the listener and the booktalker. However, a booktalk should not be better than the book it's about. Overselling a book merely means that your credibility will be reduced for future booktalks. If the first three chapters are slow and the rest of it is great, say so. Don't let your audience think it's great from page one--they may not make it to Chapter Four![12]

Booktalking is commonly encouraged for adolescent audiences, but what about adult audiences? Wouldn't this be a very professional and entertaining way to share our enthusiasm about reading at a local meeting with adults? Brief and to the point--the point being that their library has these interesting books just waiting for them. A bibliography



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of similar books could be handed out, or pasted in the front of the books. Books similar to the ones booktalked could be brought to the presentation and checked out on the spot. Just maybe the enthusiasm of the librarian and her/his desire to surmount the stumbling blocks of hours and in-library service will encourage some people to get in touch with the library again. This technique would also work in nursing homes, hospitals and the local county jail or detention center. A deposit collection could be left there for these potential patrons to use until the next visit. Maybe these efforts would open up the world of books and recreational reading to people who have lost touch with it.

The next step beyond the booktalk is reader guidance--a service common to the early 1900's but little used or encouraged today. Basically this involves being available to answer patron's questions about "What can I read?" It includes knowing authors and their works, being able to identify the subjects and genres of various books, and helping a person to find books that will be interesting to them. Years ago the readers advisor could be asked to work up a reading plan for a patron with a particular interest in a particular area. The patron and the librarian would discuss what the patron was looking for, what they wanted to achieve in their reading and the librarian would use his/her knowledge and background with books and suggest selections to read, over a period of time. Why couldn't the local librarian offer to provide this service today, in the rural community?

> In this era of growing computerization and depersonalization of so many types of public service, the librarian's committment to providing each individual with the materials and assistance especially suited to that person's need or interest reflects a mode to of service increasingly rare. It is this aspect of library service, if adequately known and exploited by the community, which may provide the impetus for continued local financial support in a period of decreasing revenues and escalating costs of all community services.[13]

Eleanor T. Smith feels that adult reader guidance should be the most vital area of library service today, both inside and outside the library.

> Taking manned exhibits to community meetings is a golden opportunity nearly always to meet and talk with people who have never been inside the library in their lives. ...once people discover that librarians are human beings, they have no hesitancey in going into a library and asking for guidance.[14]

She encourages informal but good presentations to adult groups, with the librarian being available before and after to talk with people socially.

> ... to achieve success (at reader guidance) librarians must be convinced that it is an important library service, they have to prepare themselves through reading and training for it, and they must make aggressive attempts to revive it. I feel that library directors and other supervisors have a responsibility to make sure that their staff read continuously and purposely and that this can be accomplished both by example and directive.[15]

Regular meetings are planned for staff to share what they have read, thereby bringing all the staff up-to-date on some of the library's holdings. This method could work well even in the rural library with perhaps only one professional staff person working with paraprofessionals and volunteers. By sharing what each is discovering and enjoying in their reading, the reading resources of all the staff are increased.

Maybe a monthly dinner or luncheon meeting would be a good place to informally discuss their "findings."

Another enjoyable means of encouraging reading for pleasure is storytelling. While primarily used with children, many people are becoming aware of the value and need for storytelling to adults, today. Indeed, it is a custom we have "lost" as our society has grown more fact-paced and video-oriented.

Michael Burnham has been developing a successful storytelling program with the elderly in the Cincinatti area.

> He believes that the listener shapes reality far more than the teller, and that one of the most important tasks of the storyteller is to leave the listener room to shape that reality.
>
> Visualizing--a process of reconstructing the story in scenes or "movies" in the mind--allows the storyteller to step aside and illustrate the tale as it flows past. Burnham hints that visualizing may even ahve a physiological location. To demonstrate the truth of his theory, he asks his students to visualize the White House. This having been done, he says, "Now tell me, how many columns are on the front of it?"
>
> The first task usually makes students relax, tilt their heads back a bit, and try to "see" the White House. When directly questioned about details such as the columns, Burnham states that people usually pull forward, sometimes bringing their hands to their chins or foreheads in the thinking stance captured by Rodin years ago. This "I'm thinking" pose signals an interruption in the communication flowing between the storyteller and his or her listeners.[16]

Mr. Burnham has developed a rapport with the elderly he visits regularly in the senior centers and nursing homes. They have come to trust each other and many of the seniors now share some of their own stories with the storyteller--developing an oral tradition of their history.

Storytelling, using books, is another valid means of sharing the joy of reading. Many remotely-located or homebound

citizens could be reached by radio, with a weekly hour program of reading favorite books. "New" resources of books on cassettes and records should be introduced and explained to the citizens, as well as large print books for people who thought they could not read to themselves anymore, due to poor eyesight.

The traditional story-hour and the proven values of lap reading to children can and should extend beyond the children. The joys of storytelling and oral reading further extend the joys of the written word and books to adults.

A program that goes beyond the oral presentation to reach people's memories, is an exciting concept developed by two library science students, called Bi-Folkal Productions, Inc.

This program combines the hearing of the written word with the seeing, touching, smelling, tasting of everyday things, to help the listener become further involved in the reading. Their primary audience was also the elderly in nursing homes, but this type of program would be exciting to any age group. An example of one of their programs, called "Remembering Halloween," follows:

> (They) presented a slide show of autumn scenes from the area, and read fall poetry. They dramatized the tale "Thing At the Foot of the Bed," and then donned sheets and rubber masks to conjure up memories of childhood raids on dank October nights. McIntosh applesauce was served so participants could share a taste associated with fall.[17]

At the conclusion of their presentation, the "audience" shared their own memories of past Halloween experiences. Other programs have included "Remembering County Fairs,"



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"Remembering Train Rides," "Remembering 1924," "Remembering School Days," "Remembering the Depression," "Remembering Farm Days," "Remembering Fall," "Remembering Automobiles," "Remembering Birthdays," "Remembering Summertime," and "Remembering the Home Front (W.W. II)." The participants, visualizing the readings and experiencing the sensual images, open up their own pasts and feelings.

> Reminiscence is not an unhealthy preoccupation with the past but is recognized as a natural healing or adaptive process necessary for life review in which unresolved conflicts and events of the past can be re-examined and worked through to some kind of conclusion for each person.[18]

Reminiscence is not only something the elderly do. It is a valuable growth process at any age. Programs of this nature, for adolescents and adults--maybe parents and their teenagers--using themes applicable to their own life history, would be excellent ways for promoting personal sharing about personal experiences of individual history and life events. Use of these techniques would be an excellent catalyst for reacting to books--talking back to the author--sharing personal insights and remembrances.

Another method of "...bringing about effective encounters between people and books...."[19] is bibliotherapy: "...using the discussion of literature to stimulate the ability to deal with life more readily or find ways to accept the unchangeable."[20]

There are many levels of bibliotherapy, from indepth clinical programs involving the librarian with a psychologist or therapist and the clients, to the librarian and a group



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of citizens who just want to explore their world through books. The following four goals have been enumerated for successful bibliotherapy programming:

(1) To enrich and stimulate the group members' reactions to what lies about us in daily life;

(2) To help the individual participant gain new insights into self;

(3) To heighten people's perceptions of their relationships to the people around them;

(4) To enhance the individual's insights into the world about him or her, awakening people to the reality of the particular life situation and helping the individual deal with what cannot be changed.[21]

Books have much to say to the reader. It is felt that "...the book itself, and the reader's isolated reaction to the written material, does not utilize the full potential of either the literature or the patron."[22]

The Great Books Discussion groups of the 1960's and 1970's were a form of bibliotherapy: a group examination of what this author is saying to us today about our life, about our world. In 1980, a project was funded through the National Endowment for the Humanities for several rural Vermont libraries.

> This program encouraged citizens to read five books chosen specifically to address a particular theme. This particular project was not modeled on the Chicago Great Books idea. It did not encourage people to read Plato or Dante or Shakespeare. The books chosen were modern novels written by prominent authors, several of whom were from Vermont. How did the program work? The librarians in these towns remarked to their patrons, "We are going to read these books. Would you like to join us?" The grant bought paperback editions to give away. This program was loosely based on the



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RIF (Reading is Fundamental) program. Scholars from nearby academic institutions in both New Hampshire and Vermont, met together and planned ways of presenting this program in a curriculum mode. They went to rural areas to hold discussion groups. These discussion groups were not very successful to begin with. At first only four or five people came to the discussions. After they discovered that the discussions concentrated on literary themes, more people began to attend. Attendance rose to 40 or 45. In one instance, an entire town of 150 people attended the book discussion at the local library.[23]

Another successful project sponsored in Vermont involved a study of genre literature. Patrons read westerns and learned to distinguish between good books and mediocre books. They learned to judge books by evaluating the strength of the plot. They found that good books did not just deal with tales of white horses and black costumed cowboys, but that they communicated the values of American life.[24]

There are many possibilities for sharing the worlds found in books. I believe it is important for the local library to let its citizens know the opportunities for programming that can be available through their library--to let its citizens know about the books it houses. Especially within the rural community, where opportunities for cultural activities and adult enrichment are limited, programs that widen the world of the reader could be welcomed. Programming does not have to be elaborate or costly--just people coming together to share common interests and search for answers to common questions; people coming together to talk personally to the author, to argue with him/her, to get turned on by books.

As part of our community analysis, special groups within our service area, and their special needs, would be discovered. I would like to share some ideas for serving the reading needs of three of these groups that would probably be present in most communities, rural or otherwise: the adult who



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is aging (and active, or homebound, or institutionalized), the adult who is incarcerated in a local jail, and the adult who is illiterate.

Perhaps the most important aspect of library service to all three of these groups would be the library's attitude toward them and its committment to serving them. I think it can be dangerous and shortsighted to make blanket statements as to the needs of people in these three groups. As citizens, these people are entitled to the same levels of library service as any other citizen. And they are entitled to be served as individuals with individual needs.

One asset the elderly and the incarcerated have to their "benefit" is time: time to read and think and reflect. Without access to the library's collection and programming much of this time can turn to boredom and lonliness. It is important that the library professionals approach these citizens with respect and a knowledge of their basic problems, and a real knowledge of what services the library can offer to them. For the aging this could include large print books, books on records or cassettes, deposit collections, special delivery of materials.

> Because our society takes a negative view of aging, the aged are often placed in positions of diminished power irrespective of their actual abilities. The world around them is changing rapidly, and the ideals and values they have held throughout their lives are challenged and changed. It is difficult enough for those of us who are younger to adjust to change. It is even more difficult when the physical effects of aging and loss of family members and friends through death have weakened the individual's psychological support system. It is little wonder that depression is a common problem among the aged. Depression in the aged is recognized as a quite normal response



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> to drastic changes in the individual's life, and there is evidence that neither intelligence nor memory are diminished by the aging process to the extent that is commonly assumed. The aged need to know that they can still make contributions to society--and society as well needs this knowledge. To the extent that the aged have learned to adapt to the changes in their lives, they have much to teach those of us who are still learning. They can and should be information givers as well as information seekers.[25]

An interview with Dolores Hignite, a gerontological social worker and activities director at a nursing home in a rural Michigan town, enforces the fact that people are people and their needs are basically simple and straight forward. Mrs. Hignite shared that her residents would enjoy programming that involved puppet shows or storytelling of interesting stories, having a book read to them during a visit, having a deposit collection geared to their individual reading interests, that was clearly labeled by subject, containing large print books, and that was changed regularly (monthly). She further suggested the possibility of having book reading clubs, with the librarian bringing good books in the areas of interest to each club: mystery, westerns, romance, sports. Regular meetings could be scheduled, with a discussion of what each member is reading. These club members would enjoy presenting their ideas to other residents and to family members: Why I like to read these types of books. When I began reading these books. My favorite book is ...because....

Mrs. Hignite further explained that since 1972 all nursing homes in the United States must employ an activities director. This person would be the best contact person for the local librarian and would enjoy knowing that the local library



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was interested in the needs of their residents. Most activities directors would appreciate having the librarian "train" them in storytelling and book discussion skills, so that the director could continue programs regularly on their own, with the residents.[26]

> The greatest constraint to truly outstanding library service and programs for older Americans is not lack of external materials but the lack of an internal positive understanding of and attitude toward older people.[27]

The above quote could be restated in relation to the incarcerated adult, as well. The humanities collection in the local public library is very important to a person trying to resolve her/his relationship with society. And recent court decisions have mandated that these collections and services be made readily available to people in county jails.[28] In the rural community, the needs of the local jails must be considered as part of service to its citizens. Certainly a deposit collection and special methods of material's delivery will have to be considered. At the very least, the library should also advise the inmates of the programming and services it offers to its citizens and allow the incarcerated citizen the opportunity to become involved.

A good example of the needs found in the local county jail can be shown in a recent program in Clarion county. The sheriff of the local county jail contacted the Education Department of Clarion University and asked if any students would be willing to meet with his prisoners and help them with their reading needs. A questionnaire was prepared and given to each inmate, to determine specific needs to



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match with student abilities. Overwhelmingly, the inmates wanted access to books, to ideas, to society. Sad that the sheriff never considered contacting the local library; sadder still that the local library did not consider contacting the sheriff and inmates.[29]

As one librarian has noted: "...those in penal institutions are twice disadvantaged: they are alienated from society and from the education, recreational, and health facilities of society."[30] And yet we expect these people to magically rejoin society one day as effective citizens.

Moving on to the third special needs group, it is pretty obvious what the adult who is illiterate needs in the way of programming--and it is also obvious that the public library is the last place they would look for this help. If you cannot read, why go to a building full of books? A building that looks suspiciously like the school building you had so much difficulty with years ago? But as more is learned about how people learn to read, the obvious is becoming obscure. Literacy is finally being seen as a process, not a destination. As Goethe commented years ago: "People do not know how long it takes to learn to read. I have been at it all my life and I cannot yet say I have reached the goal."

Beyond the role a local library may choose to play in adult literacy education, the library has a basic role to address in introducing the adult with reading problems to the world of books and literature. Where else is this person ever going to discover the true joy of reading? Basic literacy



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classes are teaching students functional literacy: how to get a driver's license, how to fill out a form, how to read the TV guide, how to write down directions or a phone number. The library needs to seek out these beginning adult readers and invite them in, help to make them feel comfortable and welcome within the library's walls, and show them the wonderful collection available to them as citizens. Special materials should be available to them in the form of a good high interest/low reading level collection. But they should also be invited to participate in programming to become familiar with literature. After all, we are all still learning to read and all of the booktalking programs, the book discussion programs, the storytelling programs have been about our continued growth in literacy. Perhaps, if these "beginning readers" realized that in many ways we are all beginning readers, they would be able to let go of some of their very real fears at being "put down" by the adult community at large, and would want to join us as we all pursue literacy.

> How literate is literate? And if one attains that blessed state, what can one expect to change in one's life? The myths are pervasive and dangerous. They limit our capacity to see all the possibilities and tempt us to generalize. For these reasons we must resist them, even at the expense of clever formulas and prescriptions. Literacy seems to be less a destination than a process. It is a way of seeing and thinking supported by skills and affected by the learning and social experiences and the self-esteem of one seeking to attain it.[31]

> ...most adult literacy programs and instructional materials and practices ignore the fact that facility, power, and range in reading and writing ability do not spring like Athena from Zeus's head. Most adult literacy programs and materials are based on the assumption, either explicitly or implicitly stated, that literacy can develop in a relatively short period



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> of time. Literacy acquisition is a gradual, long-term developmental process....[12]

Having considered a wide variety of programming possibilities, how do we reach the citizens with these programs? Remoteness and vast traveling distances being a given in rural areas, the first possibility that comes to mind is the librarian traveling to meet the citizens, instead of the citizens coming to the library. Programming can be offered in facilities that are convenient to a large group of people, and programs may have to be given in several locations to reach a wide number of people. Effective community analysis would help the library discover where people and needs are centered. Including local people in planning will also help in deciding upon effective delivery systems.

Making the collection more accessible to a wider number of citizens may mean changing library hours to fit better with local work and free-time schedules. It will certainly mean the consideration and use of deposit collections around the service area, bookmobiles and books-by-mail possibilities.

In the rural community there may be no local movie theater, no stage theater, no art museum, no historical museum, no college or university. Citizens' contact with the world may be limited to newspapers and magazines, and the limited radio and television reception. Contact with ideas, art, and the humanities may be limited to whatever the local educational system or churches or civic organization can offer through programming. And here sits the library, with its collection of books. What can--what should--this institution



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do within this community? It can choose to hold fast to the status quo--to house the collection and be reactive in its service to patrons. Only those people who walk through its doors and ask for specific items will be served.

I would like to suggest, from the vantage point of the ideas and thoughts, dreams and programs of dedicated librarians, past and present, that the library's role within the rural community can and should be active and outgoing. It can be alive with possibilities, making its collection and the talents of its staff available to all the community's citizens. But, first and foremost, it must take these possibilities to the people, person-to-person, people-to-people, and introduce what the library is all about. As Thomas Phelps of the National Endowment for the Humanities states:

> Librarians hold "pride of place" as an institution of the humanities. They house our books, records, and thoughts. How can these materials be accessed? As librarians, you should be concerned with facilitating access to these materials. Our mission is to encourage reading, discussion, and interpretation of humanistic themes.
>
> Your patrons want to participate in these programs, but often they just don't know how to become involved. Rural Libraries should be one of the primary access points because they represent the only network in America that is constant. They are the only facilities in most small towns that offer the this type of cultural activity. They provide more than just everyday information. They provide thought-provoking information and that is important.[33]

NOTES

1. Dating from 1851 and the beginning of programming at the Boston Public Library.

2. Daniel Barron and Charles Curran. Information Needs Assessment of Rural Groups for Library Program Development (Columbia, South Carolina: South Carolina University, 1979) ED176 790.

3. Daniel Barron and Charles Curran, "Needs Assessment and Rural Libraries," Ohio Media Spectrum 30 (October 1978): 38.

4. Ann Hayes Drennan and Anne Shelby, "Library and Information Service Needs of the Geographically Remote," Library and Information Service Needs of the Nation, ed. Carlos A Cuadra and Marcia J. Bates (Washington, D.C.: U.S. Government Printing Office, 1974), p. 172.

5. Rose Vainstein and Margaret Mann, "An Historic Perspective on Adult Services in American Public Libraries," in Public Libraries and New Directions for Adult Services, ed. Joan C. Durrance and Rose Vainstein (Ann Arbor, Michigan: The University of Michigan, 1981), p. 16-17.

6. Lynn E. Birge, Serving Adult Learners: A Public Library Tradition, (Chicago: American Library Association, 1981), p. 156-160.

7. Tomie dePaola, Strega Nona: An Old Tale, (Englewood Cliffs, NJ: Prentice Hall, 1975).

8. This would exclude the consideration of adult programming and services in the following areas: reference, information and referral, educational programming, cultural programming, literacy education programs.

9. Phyllis W. Smith, Ph.D., Professor, Education, Clarion University, Clarion, Pennsylvania.

10. Albert Kingston, "Does Literacy Really Enhance the Lives of the Elderly?" Reading World 20 (March 1981): 170.

11. Ibid., p. 171.

12. Joni Bodart, Booktalk! 2: Booktalking For All Ages and Audiences, (New York: H.W. Wilson Co., 1985), p. 2-3.

13. Birge, Serving Adult Learners, p. 138.

14. Eleanor T. Smith, "Reader Guidance: Are We Sitting Down On the Job?" Illinois Librarian 48 (September, 1966): 531.



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15. Ibid., p. 529, 532.

16. Diane Johnson, "Storytelling to the Elderly," Wilson Library Bulletin 55 (April 1981): 594-595.

17. Jane Spear, "Over By the Memories," Wisconsin Library Bulletin (Fall 1983): 119.

18. Ibid., p. 121.

19. Evalene P. Jackson, "Bibliotherapy and Reading Guidance: A Tentative Approach to Theory," Library Trends 11 (October 1962): 118.

20. Arleen M. Hynes, "Bibliotherapy and the Aging," Catholic Library World (February 1979): 284.

21. Ibid., p. 281-282.

22. Ibid., p. 280.

23. Thomas Phelps, "The Future of NEH Programming," in Trends In Humanities Programming. ed. Bernard Vavrek and Loralyn Whitney (Clarion, PA: Clarion University, 1984), p. 31-32.

24. Ibid., p. 33.

25. Linda Lucas, "Information Needs of the Aging," The Southeastern Librarian 30 (Winter 1980): 184.

26. Dolores Hignite, Activities Director, Mary-James Nursing Home, Montrose, MI.

27. Wendy Robinson, "Meeting the Psychological and Social Needs of Older Adults: The Library's Role," Drexel Library Quarterly (April 1979): 10.

28. Jane Pool, "Public Library Services to Correctional Facilities," Library Trends 26 (Summer 1977): 145.
Brennerman vs Madigan: Persons in pretrial detention must have access to the same tax-supported community services as did those persons free on bail, including library services and reading materials.
Collins vs Schoonfield: The jail library collection was inadequate for indigent inmate readers.
Jones vs Wittenberg: The sheriff must provide library services to prisoners.

29. "Education For Local Inmates: Program Helps Prepare Clarion Prisoners for the Outside World." Clarion (Pennsylvania) News 9 (April, 1987).



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30. Earle McCullough, "Rationale In Support of Library Services In Penal Institutions Provided By Public Libraries With Some Advantages and Problems Involved." New Jersey Libraries 12 (September 1979): 11.

31. Anne Eberle and Sandra Robinson, The Adult Illiterate Speaks Out: Personal Perspectives On Learning To Read and Write (Washington, D.C.: National Institute For Community Development, 1980): 45.

32. Francis E. Kazemek, "Functional Literacy Is Not Enough: Adult Literacy Is A Developmental Process," Journal of Reading (January 1985): 332.

33. Phelps, Trends in Humanities Programming, p. 31, 35-36.



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# CONSULTING TO RURAL PUBLIC LIBRARIES: A SURVEY OF STATE LIBRARY AGENCIES

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"The state library agency shall make provision for consultants sufficient in number and ability to stimulate all libraries to develop their full potential."[1] This broad statement is one of the standards for state library agencies (SLAs) as developed by the American Library Association (ALA). While these standards charge SLAs to make provisions for consultants, they do not dictate how this service is to be provided. This allows SLAs much leeway in organizing their consultant staffs. Further, the literature on the subject is limited and does not provide information on how consultants work with various sizes and types of libraries.

The Center for the Study of Rural Librarianship was particularly interested in the relationship between SLA consultants and rural public libraries. Based upon personal knowledge, the Center was aware of one SLA with a consultant who specialized in rural library development. In searching the literature it could not be ascertained if this was a unique position or one of many throughout the nation. This study was developed to determine if SLAs had "rural specialists" and to explore the relationship between the existence of a rural specialist and other SLA consultant activity. In addition, during the course of the study, general information on the activities of SLA consultants would also be gathered.



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## HISTORY OF CONSULTANT ACTIVITY

In 1926, a study by the ALA Committee on Library Extension recommended that SLAs take the lead in library development.[2] This was followed in 1937 with the first function of a SLA listed as "the development of statewide public library service"[3] by the ALA Library Extension Board. But not until the passage of the 1956 federal Library Services Act (LSA) did development and consultant functions become a major component of SLA activity.

LSA authorized appropriations of up to $7.5 million annually to be used for the establishment or the improvement of public libraries in communities of 10,000 population or less. The SLAs were to administer the funds in a planned manner to be utilized for personnel, materials, communications, travel, and equipment. While LSA did not provide funds for the construction of library buildings, funds could be used for the rental of space.[4] This legislation had a profound effect on the SLAs. Development offices were established or enlarged and consultants were hired. Because LSA mandated that funds had to be used in communities of under 10,000 population, consultant work was concentrated on the small/rural public library. This orientation was altered in 1964, however, when the first Library Services and Construction Act (LSCA) was signed into law by Congress.

LSCA differed from LSA in that population restrictions were removed and funds for construction were allowed. SLAs had to expand the scope of their development and consulting activities to include the large city libraries and move away

from "...the exclusive concentration on rural problems which had characterized many of them..."[5]

## PAST RESEARCH ON THE ROLE OF THE SLA CONSULTANT

In 1965, Marie Ann Long, of the Library Research Center, University of Illinois, published the pioneer study on the activities and education of state library consultants, The State Library Consultant at Work. One of the conclusions of this study was that "...consultants are doing, not consulting."[6] The study revealed that consultants were actually cataloging, weeding, and selecting books for the local library, and in fact, weeding was the kind of help consultants most often provided.[7] The results of this study appear to reflect the role of SLA development offices prior to the passage of LSCA, when the concentration was on the small library and the SLA consultant provided professional expertise to these libraries, many with untrained staffs. Long's study recommended that SLAs should alter the emphasis of the consultant's work to advising and teaching, rather than actually doing.[8]

In 1967 a conference on the role of the SLA development consultant was held as a follow-up to Long's study. Participants urged that SLA consultants place an emphasis on "coordination, planning, and cooperation among all libraries..."[9] The role of the SLA consultant was also discussed in relation to the increasing number of regional and system consultants.

There has been little research conducted about the SLA consultant today. In an examination of the literature, the

consultant's role now appears to be one of an advisor, planner, coordinator of cooperative efforts, and a facilitator.[10]

**THIS STUDY**

This project was initiated to determine if SLAs had consultants who specialized in rural public library development and if so, how that activity related to other SLA development functions. A survey to be sent to the 50 SLA development offices was designed. It was sent by name to the director of the development office, based on data in the American Library Directory.[11] If development personnel could not be determined from the listing, the survey was addressed to the "Library Development Director." A two part survey instrument was developed. Part I was a four page, 18 question form to be completed by the development office director. These questions were of a general nature and concerned the activity of all library consultants on the SLA staff, and general data on the development office. Part II of the survey was to be completed by a staff member who specialized in consulting to rural public libraries, if someone was designated as such. This section concentrated on the activities of the rural specialist.

The survey was mailed March 13, 1987 with a requested reply date of April 10, 1987. A follow-up letter was sent April 3, 1987. Twenty-three surveys were returned by April 10, 1987, with an additional 16 being returned by May 6, 1987.

Five broad inquires formed the basis for the individual survey questions:


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1. ARE THERE SLA CONSULTANTS WHO SPECIALIZE IN CONSULTING TO RURAL PUBLIC LIBRARIES?

2. DO THE ACTIVITIES OF THESE RURAL SPECIALISTS DIFFER FROM THE ACTIVITIES OF THE REST OF THE CONSULTANT STAFF?

3. IS THERE A CORRELATION BETWEEN THE EXISTENCE OF A RURAL SPECIALIST AND THE NUMBER OF RURAL PUBLIC LIBRARIES IN A STATE?

4. IS THERE A CORRELATION BETWEEN THE EXISTENCE OF A RURAL SPECIALIST AND A HIGHER PERCENTAGE OF LSCA FUNDS GRANTED TO RURAL PUBLIC LIBRARIES?

5. IS THERE A CORRELATION BETWEEN THE EXISTENCE OF A RURAL SPECIALIST AND A STATE LIBRARY ASSOCIATION GROUP FOR RURAL PUBLIC LIBRARIES?

## SURVEY RESULTS AND CONCLUSIONS

Each of the five broad inquires will be discussed individually, with general results and conclusions following. Complete results of the survey are contained in Appendices I and II.

### 1. ARE THERE SLA CONSULTANTS WHO SPECIALIZE IN CONSULTING TO RURAL PUBLIC LIBRARIES?

Eighteen percent (7) of the SLAs responding indicated that a member of the staff specialized in consulting to rural public libraries. In only three instances, however, is this specialization recognized by a job title or job description. The number of consultants varied from one FTE in each of four SLAs, 2.5 FTE in one SLA and three FTE in one. Those SLAs that provided information on when the position of rural specialist was created, indicated it was a fairly recent development. Two of the positions were created in the mid 1970's, while two others had been created since 1985.



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Eleven of the respondents added comments indicating that consulting to individual public libraries was now a function of regional systems or districts rather than the SLA and consequently SLA consultants dealt more with these systems than with individual public libraries. Some SLAs indicated these intermediate agencies were a part of the SLA organization, while others indicated they were independent of the SLA. The existence of these middle level consultants would have an impact on the need for a rural specialist at the SLA.

**2. DO THE ACTIVITIES OF THESE RURAL SPECIALISTS DIFFER FROM THE ACTIVITIES OF THE OVERALL CONSULTANT STAFF?**

Rural specialists and general consultants use similar methods to consult with public libraries. Both use the telephone and correspondence as their most frequent method of consulting. Field visits to libraries are also a frequent occurrence for both groups, though only 57% (4) of the rural specialists indicated they did this "frequently", while 63% (24) of the general consultants indicated this was "frequently" a method of consulting. Working with those who actually visit the state library agency was predominantly indicated as an "occasional" occurrence, although 43% (3) of the rural specialists indicated this was a "seldom" event compared to 21% (8) of the general consultants. (See Table 1)



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Table 1
How often staff consult with public libraries by the following methods

| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| | All consultants / Rural specialists | | | |
| 1. Consulting by telephone | 36/7 | 2/0 | 0/0 | 0/0 |
| 2. Consulting by Correspondence | 27/6 | 10/1 | 0/0 | 0/0 |
| 3. Consulting with those who visit the state library agency | 6/0 | 24/4 | 8/3 | 0/0 |
| 4. Consulting in the field (visits to libraries) | 24/4 | 14/3 | 0/0 | 0/0 |

When asked how often they performed various activities, rural specialists and general consultants matched in frequency in 9 of the 16 activities listed (see Table 2). The two areas with the biggest differences were, consulting on LSCA projects and advising on automation. Seventy-six percent (29) of the general consultants indicated that LSCA consulting was a "frequent" activity compared to only 29% (2) of the rural specialists. Even combining the "frequent" and "occasional" responses did not significantly change the level of activity, as it increased the general consultants to 92% (35) but the rural specialists only to 71% (5).

Advising on automation projects was the other area with the greatest difference in level of activity. It was cited by 63% (24) of the general consultants as a "frequent" activity while only 29% (2) of the rural specialists indicated that this type of consulting was done "frequently".



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Rural specialists were also developing and presenting continuing education programs less often than their generalist counterparts. Rural specialists however, were advising on the formation of new libraries, technical services, meeting with local governing authorities, and developing printed aids, more than general consultants.

An area that illustrates the change in the role of all SLA consultants since 1965 is that of actually weeding or selecting materials for individual libraries. The majority of both the generalists and rural specialists indicated that these activities were never performed. This reveals a complete turnaround from Long's 1965 study when weeding was found to be the predominant activity of an SLA consultant.



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Table 2
Frequency of Activities
of all Consultants and Rural Specialists

| | All Consultants | Rural Specialists |
|---|---|---|
| FREQUENTLY | Advising on legal issues | Advising on legal issues |
| | Advising on buildings | Advising on buildings |
| | Advising on cooperative network development | Advising on cooperative network development |
| | Advising on collection development | Advising on collection development |
| | Consulting on LSCA projects | Advising on the formation of new libraries |
| | Advising on automation projects | |
| | Developing/presenting continuing education programs | |
| FREQUENTLY/ OCCASIONALLY | Advising on personnel issues | Advising on personnel issues |
| | Advising on reference services | Advising on reference services |
| | Advising on the formation of new libraries | Advising on technical services |
| | | Meeting with local governing agencies |
| | | Developing printed aids |
| | | Developing/presenting continuing education programs |
| OCCASIONALLY | Advising on Public Relations activities | Advising on Public Relations activities |
| | Meeting with local governing agencies | Advising on automation projects |
| | Developing printed aids | Consulting on LSCA projects |
| OCCASIONALLY/ SELDOM | Advising on technical services | |
| NEVER | Actually weeding individual library collections | Actually weeding individual library collections |
| | Actually selecting materials for individual libraries | Actually selecting materials for individual libraries |



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**3. IS THERE A CORRELATION BETWEEN THE EXISTENCE OF A RURAL SPECIALIST AND THE NUMBER OF RURAL PUBLIC LIBRARIES IN A STATE?**

Looking at Table 3, one can see there is very little difference in the number of libraries in the various sized communities, between those SLAs with a rural specialist and those without such specialists. In fact, looking at the mean percentage, those SLAs without a rural specialist actually have more libraries in areas under 25,000 (84%) than those with a rural specialist (80%). However, the mean is rather misleading in this case as five of the seven SLAs with rural specialists indicated that 90% or more of their libraries were in areas of under 25,000 population. The other two SLAs indicated that 41% and 84% of their libraries were in areas of under 25,000.

Table 3
Number of Libraries in Each State

| | Number of Libraries | |
|---|---|---|
| | Mean Percentage of all responses | Mean Percentage of those with a rural specialist |
| Population over 100,000 | 4% | 3% |
| 25,000 to 99,999 | 12% | 17% |
| 10,000 to 24,999 | 17% | 24% |
| 2,500 to 9,999 | 30% | 33% |
| under 2,500 | 37% | 23% |

**4. IS THERE A CORRELATION BETWEEN THE EXISTENCE OF A RURAL SPECIALIST AND A HIGHER PERCENTAGE OF LSCA FUNDS GRANTED TO RURAL PUBLIC LIBRARIES?**

SLAs without rural specialists use significantly more of their LSCA funds for individual public library programs (40%) than those with rural specialists (21%). (see Table 4)



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Because only four SLAs with rural specialists indicated how much of their LSCA money went to libraries in communities of less than 25,000, no definite conclusions can be made. However, those four did indicate that, 41% of the funds went to these smaller libraries compared with 24% for all the respondents.

Table 4
How LSCA Funds Were Distributed in 1986

| | All SLAs responding | SLAs with rural specialists |
|---|---|---|
| For Individual Public Library programs | 40% | 21% |
| Used for State Wide Programs | 35% | 46% |
| Support of the State Library agency* | 9% | 5% |
| Support of the State Library* | 14% | 22% |
| Other | 2% | 2% |
| Total | 100% | 96% ** |
| *Many SLAs combined these two items. The combined results are: | 22% | 24% |

**Responses did not always total 100

**5. IS THERE A CORRELATION BETWEEN THE EXISTENCE OF A RURAL SPECIALIST AND A STATE LIBRARY ASSOCIATION COMMITTEE OR ROUNDTABLE FOR RURAL PUBLIC LIBRARIES?**

Of all SLAs reporting, 17% (7) had a rural public library organization while 29% (2) of those with a rural specialist had such a group. The small number of rural library organizations makes it difficult to determine any correlation, although the two SLAs with rural specialists and organizations did have the smallest number of libraries in communities of under 25,000 (84% and 41% respectively). One would need to interview

these two SLAs to determine if the existence of the rural organization had any effect on the existence of the rural specialist.

All seven respondents indicated some participation in these groups (except one whose organization was no longer active). Two SLAs used LSCA funds to co-sponsor workshops, four indicated that the consultant staff are members, two participate in meetings and planning sessions, and one contributes to the group's newsletter.

## GENERAL RESULTS AND CONCLUSIONS

Thirty-eight of the 39 SLAs responding indicated they provide consultant services to public libraries. The number of consultants (FTE) ranged from 1 to 18, with a mean of five.

Twenty-six percent (10) of all the SLAs responding indicated they have a definition for rural in regards to public libraries and in three of these it is a part of law or policy. These definitions varied from "population under 2000", "population under 25,000", to, "all libraries are considered rural". The mean was "population under 11,000". 50% (3) of the SLAs with rural specialists had a definition, but in only one case was this definition a part of law or policy.

Fifty-four percent (20) of the SLAs indicated they publish materials of interest to rural public libraries. These include training manuals, conference proceedings, survey results, bibliographies, and directories. See Appendix IV for a selected list of these printed aids.



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The number of libraries in various sizes of communities does not correlate with the amount of time consultants work with these libraries (see Table 5). While 16% of the libraries are in communities of 25,000 or more, general consultants spend 36% of their time with these libraries. Even rural specialists spend 11% of their time with these larger libraries. Libraries in communities of 10,000 or fewer comprise 67% of the total but only receive 35% of the time of general consultants, but, 64% of the rural specialist's time.

Table 5
Staff Time Spent Consulting With Libraries of Various Sizes

| | Number of libraries in communities | % of staff time consulting in communities of the following populations | |
|---|---|---|---|
| | MEAN | ALL CONSULTANTS | RURAL |
| Population over 25,000 | 16% | 36% | 11% |
| 10,000 to 24,999 | 17% | 25% | 21% |
| Population under 10,000 | 67% | 35% | 64% |

A higher percentage of those SLAs with rural specialist provide some type of state funds (other than state aid) for basic services than those without a rural specialist (see Table 6).

Table 6
Availability of State Funds for Basic Services for Rural Libraries (funds other than state aid)

| | All SLAs | SLAs with rural specialists |
|---|---|---|
| YES | 26% | 43% |
| NO | 74% | 57% |

## SUMMARY

*There are a limited number of SLA consultants who specialize in working with rural public libraries.

*Rural public library specialists are more likely to be involved in the formation of new libraries, meeting with local governing authorities, developing printed aids and advising on technical services than their general consultant counterparts.

*General consultants advise more on LSCA and automation projects than rural specialists.

*The nature of consultant's work has changed from "doing" as seen in the 1965 Long study, to advising on more complicated and specialized issues such as legal questions, automation, building, and cooperative/network development.

*A significant number of respondents (11) indicated by added comments that local library systems or districts had taken over the role of consulting to individual libraries. As there was no question relating to this on the survey, there may be other respondents with similar situations who simply did not add a comment.

Future study is warranted to determine the effect of library systems and districts on SLA consultant activity.



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## APPENDICES


| | |
|---|---|
| APPENDIX I | Survey Results<br>Part I<br>State Library Agencies Services to Rural Public<br>Libraries Survey |
| APPENDIX II | Survey Results<br>Part II<br>State Library Agencies Services to Rural Public<br>Libraries Survey<br>Rural Public Libraries Consultants Survey |
| APPENDIX III | State Library Agency Rural Specialists |
| APPENDIX IV | Selected Publications of Interest |
| APPENDIX V | Sources Consulted |




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## APPENDIX I

### SURVEY RESULTS

### PART I
### STATE LIBRARY AGENCIES SERVICES TO RURAL PUBLIC LIBRARIES

Q-1 Does the state library agency provide consultant services to public libraries?

YES - 38
NO - 1

Q-2 What is the full time equivalent (FTE) of the number of library development consultants?

**The number of consultants ranges from 1 to 18 with the average number being 5. 29 SLAs have 6 or fewer and 20 SLAs have fewer than 4.**

Q-3 What percentage of staff time in the past year would you estimate that all the consultants in the development office devoted to consulting with public libraries in communities of the following populations?

| | MEAN |
|---|---|
| Population over 100,000 | 12 % |
| 25,000 to 99,999 | 24 % |
| 10,000 to 24,999 | 25 % |
| 2,500 to 9,999 | 25 % |
| under 2,500 | 15 % |
| TOTAL | 101 %* |

*Responses did not always total 100

Q-4 Please indicate how often staff consult with public libraries by the following methods.

| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| 1. Consulting by telephone | 36 | 2 | 0 | 0 |
| 2. Consulting by Correspondence | 27 | 10 | 0 | 0 |
| 3. Consulting with those who visit the state library agency | 6 | 24 | 8 | 0 |



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| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| 4. Consulting in the field (visits to libraries) | 24 | 14 | 0 | 0 |
| 5. Other: | | | | |
| Workshops | 5 | 4 | - | - |
| Teleconferencing | - | 1 | - | - |
| Committees | 2 | - | - | - |
| Newsletter | 1 | - | - | - |
| Survey | - | 1 | - | - |
| Meetings | 3 | - | - | - |
| Special Programs | 1 | - | - | - |

Q-5 Please indicate how often staff perform the following activities.

| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| 1. Actually weeding individual library collections | 0 | 7 | 11 | 20 |
| 2. Actually selecting materials for individual libraries | 0 | 3 | 12 | 23 |
| 3. Advising on collection development (weeding, selecting, etc.) | 16 | 12 | 9 | 1 |
| 4. Advising on reference services | 13 | 15 | 9 | 1 |
| 5. Advising on technical services | 11 | 14 | 12 | 1 |
| 6. Advising on Public Relations activities | 10 | 18 | 9 | 1 |
| 7. Meeting with local governing agencies | 8 | 24 | 6 | 1 |
| 8. Advising on the formation of new libraries | 13 | 15 | 7 | 2 |
| 9. Advising on cooperative/ network development | 21 | 10 | 7 | 0 |
| 10. Advising on personnel issues | 16 | 17 | 4 | 1 |
| 11. Advising on legal issues (state laws, censorship, etc.) | 27 | 8 | 3 | 0 |



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| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| 12. Advising on buildings (new or renovations) | 24 | 11 | 2 | 1 |
| 13. Advising on automation projects | 24 | 9 | 4 | 1 |
| 14. Consulting on LSCA projects | 29 | 6 | 3 | 0 |
| 15. Developing/presenting continuing education programs | 19 | 16 | 3 | 0 |
| 16. Developing printed aids (manuals, guides, lists, etc.) | 11 | 19 | 8 | 0 |
| 17. Other | | | | |
| Trustees | 2 | - | - | - |
| Budgets | 2 | - | - | - |
| State Friends of Libraries | 2 | - | - | - |
| Administer state aid | 1 | - | - | - |
| Literacy | 1 | - | - | - |
| Committees | 1 | - | - | - |
| Programming | 1 | - | - | - |
| Reading Club | 1 | - | - | - |
| Special users needs | 1 | - | - | - |
| Grant management | 1 | - | - | - |
| Library evaluation | 1 | - | - | - |
| Children's/YA | 1 | - | - | - |
| Regional staff services | 1 | - | - | - |

Q-6 Is there staff who specialize in consulting to rural public libraries?

YES - 7
NO - 29

Q-7 What is the full time equivalent (FTE) of this staff person(s)?

The responses ranged from 1 to 3, with 4 SLAs having 1 FTE, 1 SLA with 2.5 FTE, 1 SLA with 3 FTE, and 1 SLA that did not respond.

Q-8 Is the staff position specified by a job description or with a job title?

YES - 3
NO - 3



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Q-9 When was this position created?

Mid 1970's - 2
Mid 1980's - 2

Q-10 Does the state library agency have a definition for rural in relation to rural public libraries?

YES - 10
Definitions given: population under 2,000 - 2
population under 5,000 - 2
population under 10,000 - 2
population under 16,000 - 1
population under 25,000 - 2
all libraries are considered rural - 1
Is it formal (i.e. law or policy) - 3
or informal (practice) - 6
NO - 26

Q-11 How many public libraries in your state are located in communities of the following populations?

| | TOTAL | MEAN | PERCENT OF ALL RESPONSES |
|---|---|---|---|
| Population over 100,000 | 273 | 8.5 | 4 % |
| 25,000 to 99,999 | 887 | 24.6 | 12 % |
| 10,000 to 24,999 | 1311 | 35.4 | 17 % |
| 2,500 to 9,999 | 2339 | 63.2 | 30 % |
| under 2,500 | 2729 | 75.6 | 37 % |
| TOTAL | 7539 | 207.3 | 100 % |

Q-12 Has the state library agency published any manuals, guides, lists, etc. to assist or be of interest to those in rural public libraries?

YES - 20
NO - 17

See Appendix IV for a selected list of publications

Q-13 Does the state library agency have funds (other than regular state aid) available for rural public libraries to be used for basic services, such as books, salaries, and utilities.

YES - 10
NO - 29

**Comments:** One SLA has competitive grants specifically for libraries serving populations of 15,000 or less. Another mentioned matching grants that are available to rural libraries.

Q-14 How was LSCA money distributed to libraries in your state in 1986?

| | PERCENT OF ALL RESPONSES |
|---|---|
| For individual public library programs | 40 % |
| Used for state wide programs | 35 % |
| Support of state library agency* | 9 % |
| Support of the State Library* | 14 % |
| Other | 2 % |

*Many SLAs combined these 2 items. The combined percentage was 22 %.

**Comments:** Four SLAs responded that most grants were to library systems, not individual libraries.

Q-15 What percentage of your state's LSCA money in 1986 went to public libraries in communities of under 25,000 population?

24 %

Q-16 If LSCA money was awarded to public libraries in communities of under 25,000 population, what percentage would you estimate was spent on the following programs.

| | MEAN | RANGE |
|---|---|---|
| Construction | 40 % | 0 - 100 |
| Cooperative efforts | 9 % | 0 - 30 |
| Automation | 17 % | 0 - 57 |
| Services to minority groups | 5 % | 0 - 30 |
| Collection Development | 15 % | 0 - 100 |
| Other | 17 % | 0 - 87 |

Q-17 Does the state library association have a committee or round table for rural public libraries?

YES - 7
NO - 32

Comments: Two SLAs mentioned the existence of a group for small libraries, rather than rural libraries.

Q-18 If you answered yes to question 17, does the state library agency support this group in any of the following ways?

Contribute to newsletters - 1
Conduct joint workshops - 3
Consultant staff are members - 4
Consultant staff have held office - 0
Assist Financially (co-sponsored workshops with LSCA funds) - 2
Other
Go to meetings - 2
Do not support in any way - 0

General Comments:

Eleven SLAs noted that library systems (county, multi-county, regional) provide most of the direct consulting to individual libraries and the SLA development staff work with these systems rather than the individual libraries in many instances.

Consultants who specialize in automation and construction were cited by two SLAs.



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## APPENDIX II

### SURVEY RESULTS

### PART II
### STATE LIBRARY AGENCIES SERVICES TO RURAL PUBLIC LIBRARIES
### RURAL PUBLIC LIBRARY CONSULTANTS SURVEY

Q-4 How long have your specialized in consulting to rural public libraries?

**The mean is 4.7 years, but experience ranged from 1 to 9 years.**

Q-5 What percentage of time in the past year would you estimate you devote to consulting with public libraries in communities of the following populations?

| | Mean |
|---|---|
| Population over 100,000 | 1 % |
| 25,000 to 99,999 | 10 % |
| 10,000 to 24,999 | 21 % |
| 2,500 to 9,999 | 34 % |
| under 2,500 | 30 % |
| TOTAL | 96 %* |

*Responses did not always total 100

Q-6 Please indicate how often you consult with public libraries by the following methods.

| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| 1. Consulting by telephone | 7 | 0 | 0 | 0 |
| 2. Consulting by Correspondence | 6 | 1 | 0 | 0 |
| 3. Consulting with those who visit the state library agency | 0 | 4 | 3 | 0 |
| 4. Consulting in the field (visits to libraries) | 4 | 3 | 0 | 0 |
| 5. Other: Area Director meetings | 1 | - | - | - |



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Q-7 Please indicate how often you perform the following activities.

| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| 1. Actually weeding individual library collections | 0 | 2 | 2 | 3 |
| 2. Actually selecting materials for individual libraries | 0 | 2 | 1 | 4 |
| 3. Advising on collection development (weeding, selecting, etc.) | 4 | 2 | 1 | 0 |
| 4. Advising on reference services | 3 | 4 | 0 | 0 |
| 5. Advising on technical services | 3 | 4 | 0 | 0 |
| 6. Advising on Public Relations activities | 2 | 5 | 0 | 0 |
| 7. Meeting with local governing agencies | 3 | 4 | 0 | 0 |
| 8. Advising on the formation of new libraries | 5 | 1 | 1 | 0 |
| 9. Advising on cooperative/ network development | 4 | 2 | 1 | 0 |
| 10. Advising on personnel issues | 4 | 3 | 0 | 0 |
| 11. Advising on legal issues (state laws, censorship, etc.) | 5 | 2 | 0 | 1 |
| 12. Advising on buildings (new or renovations) | 5 | 1 | 1 | 0 |
| 13. Advising on automation projects | 2 | 3 | 2 | 0 |
| 14. Consulting on LSCA projects | 2 | 3 | 2 | 0 |
| 15. Developing/presenting continuing education programs | 3 | 3 | 0 | 1 |

| | FREQUENTLY | OCCASIONALLY | SELDOM | NEVER |
|---|---|---|---|---|
| 16. Developing printed aids (manuals, guides, lists, etc.) | 3 | 4 | 0 | 0 |
| 17. Other | | | | |
| Trustees | 1 | - | - | - |
| Children's /YA | 1 | - | - | - |
| Library Evaluation | 1 | - | - | - |
| Friends | 1 | - | - | - |
| Budgets | 1 | - | - | - |
| Lead Workshops | 1 | - | - | - |
| Teach classes by distance education | 1 | - | - | - |



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## APPENDIX III

### STATE LIBRARY AGENCY RURAL SPECIALISTS

| | |
|---|---|
| Alaska | Audrey Kolb<br>Librarian/Coordinator<br>Alaska State Library<br>1215 Cowles Street<br>Fairbanks, Alaska 99701 |
| Montana | Megan Fife<br>Rural Information Specialist (Kellogg Funded)<br>Montana State Library<br>1515 E Sixth<br>Helena, MT 59620 |
| Oregon | Mary Ginnane<br>Rural/Small Library Development Consultant<br>Oregon State Library<br>State Library Building<br>Salem, OR 97310 |
| Virginia | Patricia L. Harris, Assist. Dir. for Public Library Development<br>Ida R. Patton, Public Library Consultant<br>Laura Cram, Public Library Consultant<br>Annette M. Milliron, Public Library Consultant<br>Virginia State Library<br>11th St. at Capital Sq.<br>Richmond, VA 23219 |
| West Virginia | Donna Calvert, Library Consultant<br>Shirley A. Smith, Library Consultant<br>West Virginia Library Commission<br>Cultural Center<br>Charleston, WV 25305 |



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## APPENDIX IV

### SELECTED PUBLICATIONS OF INTEREST

Colorado

Education for directors of small public libraries:a training manual. Denver:University of Denver, 1985.

Prepared for an Institute/Seminar held May 20-24, 1985.

Illinois

Illinois Libraries. 68 (October, 1986).

Contains the texts of the papers of the Libraries on the MOVE conference, held June, 1986. Includes topics such as rural library development, marketing rural libraries, and access to information in unserved rural areas.

Massachusetts

Bolt, Nancy M. Options for small public libraries in Massachusetts. Massachusetts Library Association, 1985.

A planning guide prepared for the Options for Small Libraries Committee.

Michigan

Library of Michigan. Michigan Rural Libraries Survey Report. Lansing, MI: The Library, 1987.

Results of a Nov. 1985 survey on the status of Michigan rural libraries

Oregon

Ginnane, Mary, and Scheppke, Jim. Library Districts in Oregon: a planning sourcebook. Salem, OR: Oregon State Library, 1986.

A guide to the issues surrounding the formation of library districts in Oregon.

Texas

Nichols, Margaret Irby. Selecting and Using a Core Reference Collection. Austin, TX: Texas State Library, 1986.



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Utah

Public Library Development: A Services Checklist.

A basic services checklist to aid small public libraries in beginning to plan informally for improved services.

Other types of materials listed as printed aids of interest to rural public libraries included bibliographies, training manuals for trustees, and library directories.



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## APPENDIX V

### SOURCES CONSULTED


American Library Association Subcommittee for Library Functions at the State Level. Standards for Library Functions at the State Level. Chicago: American Library Association, 1985.

Association of Specialized and Cooperative Library Agencies. The State Library Agencies: A Survey Project Report 1983. Chicago: American Library Association, 1983.

Casey, Genevieve M. "Administration of State and Federal Funds for Library Development." Library Trends 27 (Fall 1978): 145-163.

Dillman, Don A. Mail and Telephone Surveys. New York: John Wiley & Sons, 1978.

Eberhart, W. Lyle. "Standards for State Library Agencies." Library Trends 27 (Fall 1978): 209-216.

Long, Marie Ann. The State Library Consultant at Work. Urbana, Illinois: University of Chicago, 1965.

McClure, Charles R., ed. State Library Services and issues: facing future challenges. Norwood, New Jersey: Ablex Publishing Co., 1986.

McCrossan, John A. "Planning and Evaluation of Library Programs throughout the States." Library Trends 27 (Fall 1978): 127-143.

Mounce, Marvin W. "The Education of Library Development Personnel." Library Trends 27 (Fall 1978): 197-208.

Shubert, Joseph F., and Fry, James W. "State Library Agency Organization and Services." Library Trends 27 (Fall 1978): 115-125.




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## NOTES

1. American Library Association Subcommittee for Library Functions at the State Level, Standards for Library Functions at the State Level (Chicago: American Library Association, 1985), p. 4.

2. June Lester Engle, "State Library Agencies and Library Development," in State Library Services and Issues: Facing Future Challenges, ed. Charles R. McClure (Norwood, N.J.: Ablex Publishing Co., 1986), p. 83.

3. Ibid.

4. Genevieve M. Casey, "Administration of State and Federal Funds for Library Development," Library Trends 27 (Fall 1978): 146-147.

5. Ibid.: 149.

6. Marie Ann Long, The State Library Consultant At Work (Urbana Illinois: University of Chicago, 1965), p. 78.

7. Ibid.

8. Ibid., p. 80.

9. Engle, p. 87.

10. Ibid., p. 89.

11. American Library Directory, 2 vols., 39th ed. (New York: R. R. Bowker, 1987).



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2 "Reference Librarianship and the Small Library: A Selected Survey"
3 "Rural Library Service"
4 "Books and Articles Relating to Community Development and Community Analysis"
5 "School-Public Library Cooperation"
6 "Public Relations and the Public Library"
7 "Administration of the Small and Medium Sized Library"
8 "Library Networking and Interlibrary Cooperation"
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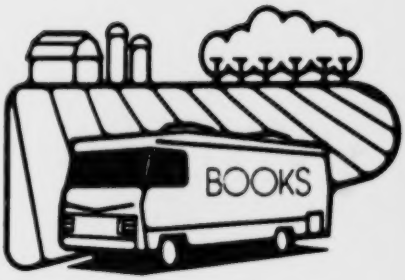
*After Eighty Years*




**The Center for the Study of Rural Librarianship is pleased to make available the proceedings of the "The Rural Bookmobile: Going Strong After Eighty Years," held in Columbus, Ohio, on June 19-21, 1985 under the auspices of the State Library of Ohio. The conference focused on dimensions of bookmobile service unique to the rural setting and included a diverse range of presentations by authorities on both rural America and bookmobiles. In addition to discussions of the current status of rural bookmobile service with its inherent problems, the proceedings also enumerate several alternatives to conventional bookmobile service; also included is a special perspective of the bookmobile by a panel of bookmobile manufacturers. This publication will be a useful resource for everyone with a commitment to rural library service.**

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William D. Campbell is a Professor of Accountancy at the College of Business Administration at Clarion University of Pennsylvania.

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# TEACHING LIBRARY STUDENTS ABOUT MOBILE LIBRARY SERVICES

Michael Charton
Extension Services Librarian
Walter Cecil Rawls Library
Courtland, Virginia

The purpose of this article is the discussion of bookmobiles and other outreach services in library schools. First, I will discuss personal experiences, then a survey will be introduced. The purpose of the survey was to determine the extent of bookmobile and outreach training in library schools.

Because some of this is personal, the experiences mentioned here will not be true in all cases. Hopefully, this article will also be able to show that you can learn to deliver quality bookmobile service without the benefit of background in a library in a library science program.

Until accepting the position of Extension Services Librarian at the Walter Cecil Rawls Library, I had dealt with a bookmobile only once. That was at the age of five in Brooklyn, NY, where I received my first library card. After growing up in Brooklyn and spending four years in Boston, MA (acquiring my M.L.S.), I arrived in rural Virginia to accept a position working with bookmobiles.

I was enrolled in Public Libraries class in library school; however, the subject of bookmobiles never arose. (This is interesting, since bookmobiles are an integral part of



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many public libraries). Our class visited a prison Library, but we did not see a bookmobile.

This lack of information in class provided me with no feelings about or experience with bookmobiles at all. It never occured to me that as a professional librarian, working with bookmobiles would be desirable at all.

Practically speaking, how does one learn to work with a bookmobile? In my case, the staff taught the day to day workings, while the Director and Assistant Director gave me the opportunity to go out and learn.

One learns by doing. I learned to drive the bookmobile when my assistant threw me the keys one day and said "drive it." Having never driven anything larger than a U-Haul truck, I was scared, but overcame all fears and completed the drive without trouble.

The staff took me out on runs, while I met the patrons and listened a great deal. This was my version of reality orientation.

I was curious to see if other library schools had some sort of bookmobile and outreach training. Not having had such training in bookmobiles myself, I wanted to see if training was offered elsewhere.

The survey was sent to 50 library schools. Twenty-eight responded (a 56% response rate). Geographically, five were from the Northeast, nine from the Southeast, six from the Midwest, four from the Southwest, and three from the West. Six respondents are from major cities.

Six questions were asked in the survey. They are as follows:



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1. Does your library science program offer a course in Public Libraries?
2. What % of your graduates accept positions in Public Libraries and how many of your graduates take positions in extension work?
3. Do you offer any training in bookmobile/outreach work? If not, would you consider offering it?
4. Do you have any student interest in bookmobile/outreach service at your institution?
5. Would you teach courses in extension work as part of a continuing education program?
6. If you teach extension services, what do you cover?

The results showed that most schools, while they might teach about some sort of outreach program, they do not necessarily cover bookmobiles. Some schools do teach about bookmobiles. In one case, a bookmobile manufacturer visited the school, others offered training in collection development. Separate courses on Extension Services are taught in some schools, but in others, the topic is covered in different courses (Public Libraries, Adult Services, etc.). Much of the emphasis in the schools teaching Extension Services deals with various programs. Programs covered might be Service to the Elderly, Disadvantaged Populations, and Books by Mail. Few schools keep statistics on how many students enter Extension work. In many cases, there was lack of interest in Extension Services. Some schools said that the topic would be covered if a need arose. Much of what the school covered depended on what libraries in the region offered in the way of services. Of



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the 28 schools in the survey, 18 offer some sort of training in Extension Services. Seventeen of the 28 schools indicated at least some student interest in Extension work. Again, this seemed to depend on the region.

The results seemed somewhat encouraging, because I was not sure if any library schools dealt with the topic. Hopefully, it is possible to have at least an introduction to bookmobile service taught everywhere. Experience in many circumstances is still a good teacher, and no classroom program can completely duplicate hands on experience. Since there are also many differences in how libraries run their bookmobiles, no school can teach about all that is done with them. Hopefully, the following suggestions will help library schools do a better job preparing librarians to run a bookmobile.

1. Basic Relationships: Teach students about the special relationship between bookmobile workers and patrons. Bookmobile librarians often see the same patrons on a regular basis (in the case of the Rawls Library, once every two weeks). They know what these patrons like, want, and need and the workers get to know the patrons and their needs extremely well. The workers provide a Reader's Advisory service for their patrons. Reference interviewing is easier on the bookmobile, because there is no reference desk to intimidate. The bookmobile worker should serve these patrons well, because in many cases, they will never set foot inside the main library. For these people, the bookmobile is the library!

2. Collection Development: It is important to know what patrons need and enjoy. By getting to know individuals, the



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bookmobile librarian meets the patrons expressed needs. In the Rawls system, the bookmobile service uses the same core collection as the central library, so that its patrons are able to read the same books as their neighbors.

Some systems use a separate collection for the bookmobile and this should be discussed in library training along with the reasons why this is done.

3. Maintenance and Driving: At first glance, these sound like items a professional librarian need not be concerned with. Remember though, that the librarian may have to drive the bookmobile and keep track of maintenance. A session on bookmobiles should discuss the fundamentals of how to buy and maintain a bookmobile.

While one cannot expect library schools to buy a practice bookmobile (after all, they aren't cheap), the bookmobile operator must be aware not only that the vehicle has oil, but that the oil must occasionally be changed.

4. Staff Development: The professional librarian operating a bookmobile has an excellent opportunity to impart techniques to the bookmobile staff. For example, the staff taught me the basics of bookmobile service and I was able to teach the staff professional topics, such as conducting reference interviews.

5. Professional Development: The library school session on bookmobiles should discuss the latest in professional knowledge, such as conference topics, journal articles, new technology and other new ideas. Classes should see samples of bookmobile standards. In this way, graduates from an



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M.L.S. program will have some idea of what is going on with bookmobiles.

Internships with area libraries using bookmobiles would be beneficial. In this manner, the student could combine what was learned in the class with the necessary on the job experience.

To conclude, I would like to state that the purpose was not to attack the training in any library school. I was curious to see if my experience was similar to those that other librarians may have had.

Everything I learned about bookmobiles in the beginning was on the job. (Later, by attending conferences, I saw what colleagues were doing.) From the survey results, I hoped to pinpoint what sort of training was out there.

Library schools base there training on what is in the area. This is reasonable, but my argument is; if nothing is mentioned about bookmobiles at all, students will have no way of making a well grounded decision about working with them. It is obvious that a full course on Extension Services may not be feasible in many schools, but there should be at least a class session on it. Classroom training will not replace the hands on experience, but an introduction would make it much easier for the student, who will deal with these areas. The difference from library to library is great enough, so much of the learning must be done on the job. Better trained professionals will also serve the staff and the patrons better. The bookmobile and Extension Services should not be



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treated as poor stepchildren, but as integral parts of public libraries.

I would like to take this opportunity to thank my colleagues, who took the time to fill out the survey, and the staff of the Rawls Library, who taught me what bookmobile service is all about.



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# RURAL LIBRARY STAFF: ISRAEL, A CASE STUDY

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## INTRODUCTION

If we could look into our crystal ball to see what staffing needs in libraries would be in the future, we could prepare ourselves accordingly. We would have the information for curriculum planning suitable for the future needs and be ready to meet the challenges of change. However, in lieu of lack of a reliable crystal ball, we use research to study the past and the present in order to indicate trends and project future needs.

The purpose of this study was to research the staffing of rural libraries with the hopes of finding significant and meaningful data which could be useful in planning for the future. The study used rural Israel as a case study. The article includes (A) methodology of the study, (B) statement of the problem with terminology definitions for understanding the context of the study, (C) an extensive literature survey in order to emphasize the scope of the problem, (D) presentation of data gathered on staffing of rural libraries in the United Kingdom, the United States, and Israel, and (E) implications of the analyzed data and conclusions.



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A. METHODOLOGY

The methodology chosen for this study included an extensive literature search and the study and analysis of annual reports of the public libraries in rural Israel under the auspices of the Ministry of Education and Culture, Section for Libraries. Although the literature search is international in its scope, emphasis has been put on survey results from the United Kingdom and the United States of America in spite of the two sovereignties being much too large and more developed than Israel for common denominator purposes. However, the author has taken the liberty of emphasizing those two countries as leaders in the professional field of public library services. The annual reports of the public libraries in Israel are in the form of questionnaires supplied by the Section for Libraries and completed returns signed by both each library's director and the mayor or treasurer of the library's responsible authority. Of forty-three (43) possible rural libraries in this category at the time of the annual reports in 1985, thirty-eight (38) libraries replied to the questionnaire. In the instances of inadequate or incomplete information on the questionnaires, additional data was acquired through examining interviews and questionnaires conducted by the author through three separate surveys during the years 1982-1985: (a) survey of regional libraries through the Organization of Regional Councils in Israel, 1983, (b) survey of Regional College Libraries in Israel for the Committee of Regional Colleges, 1985, (c) survey of information needs in the Upper Galilee of Israel, 1984. The reliability of the responses to



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the various questionnaires was further questioned and tested with the professionals in the Section for Libraries who visit the libraries regularly and are quite familiar with their situations. Facts and figures for staffing of rural library services in the United Kingdom and the United States were taken from professional literature surveyed, and comments are a result of extensive personal observations, visits to rural libraries and training centres in both countries.

**B. STATEMENT OF PROBLEM AND TERMINOLOGY**

The problem of staffing library and information services in rural areas is bifold: how to obtain and how to train staff. Further compounding the problem are the characteristics of remoteness and isolation in populations of rural areas. An additional problem is that of language: i.e., translation between Hebrew and English and also between British English and American English. For the purpose of understanding this article, the following table intends to act as a guideline for staff qualification terms. Library and information are meant to be understood as interchangeable.

| TERM | TRAINING LEVEL |
|---|---|
| Professional: | |
| Librarian | MA or MLS |
| Teacher Librarian | Teacher qualification + MA or MLS |
| Paraprofessional: | |
| Librarian | BA in Library Science |
| Assistant Librarian | Non academic, two full years |



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| TERM | TRAINING LEVEL |
|---|---|
| Asst. Teacher Librarian | Non academic, two full years, dual qualification (seminar) |
| Library Technician | Non academic, two part-time years |
| Asst. Library Technician | Non academic, one part-time year |

It should be noted here that changes in qualifications occurred in the United Kingdom, the United States, and Israel during the last two decades. In all instances the changes created an upgrading of training and ratings for qualifications.

Professional literature and belles letres are rich with research results of characteristics of rural populations. The author has chosen the following definitions as reference for this study:

Malcolm J. Mosely, in his study of rural accessibility in the United Kingdom, states:

> There is no ambiguous way of defining 'rural areas'. This perceived extent will vary according whether attention is directed to economic criteria (e.g., high dependence on agriculture), social and demographic criteria (e.g., 'the rural way of life' or low population density) or geographical criteria (e.g., remoteness from urban centres).[1]

John Houlahan relates to the different definitions of the word "rural" as perceived in the United States:

> The U.S. Census Bureau limits rural to communities of 2,500. The Library Services & Construction Act (LSCA) uses 10,000; the Center for the Study of Rural Librarianship uses 25,000; the National Rural Center, 50,000 and some agencies use the non-metro 100,000 population as a cut off point.[2]

The Israeli Central Bureau of Statistics classifies rural as:

a. Localities with a population of up to 2,000 (even if not agricultural)...



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b. Localities with a population of 2,000-10,000 not included among urban localities (at present there are not Jewish localities in this group).[3]

Perhaps the most meaningful definition of rural is that of Daniel Barron and Charles Curran within the context of rural librarians:

> As imprecise as the 'definition' may be, librarians in rural service have little trouble observing that their communities are more sparsely populated and spread over larger land masses than those of their counterparts in urban service. ...rural librarians did not require a definition: they lived one.[4]

Evaluation of information needs in order to plan for library/information services is essential. Therefore, this study is based on results of recent research projects indicating information needs of rural populations in the U.K., U.S.A., and Israel. Clark and Unwin in their study of rural information services in Lincolnshire (1977-1979) distinguish between realized and latent information needs and identify fourteen fields of information needs, here listed according to the frequency of the need:

> Transport, travel; entertainment, sport, recreation; education; electricity, gas, oil, telephone service; health, medical matters; law, legal matters; jobs, unemployment; social security, social services; taxes; rent, rates; shopping, consumer advice; town and country planning; housing; and pensions.[5]

Ching-chih Chen and Peter Hernon in their 1980 study of six New England states, of which 58.9% of the population is in rural areas, to determine information seeking patterns comment that

> ...people find themselves in situations where they must make a decision, answer a question, locate a fact, solve a problem, or understand something. ...An information need cannot be separated from the situation which created it and the individual who perceived it.[6]



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This author's survey of information needs and sources of supplying those needs in a specific rural population in Israel, 1984, identifies two broad categories as general and professional, the former including life problems and leisure needs, and the latter including educational and work or work-related needs.

> Satisfaction of the expressed information needs indicated that the population is print-oriented and that verbal or personal contact is only slightly secondary to print sources.[5]

The above definitions provide a common understanding for the in-depth literature survey.

## C. STAFF DEVELOPMENT - LITERATURE REVIEW

The role of staff in the provision of library/information services is a central important issue. Information needs of the community can be met only after identifying and analyzing them and then accessing the appropriate information. Although technological advances assist in performing the above activities, they do not replace the professional library/information personnel. This literature review relates to obtaining professional staff, formal training of professional staff, continuing education, upward mobility and on-the-job training (OJT), staffing for special services (STI, schools, community colleges, and CIP), and staff interaction and communication.

Obtaining Professional Staff:

Staff development in providing library and information services is cited as problematic in the professional literature. In rural aras the problem is multifold due to the characteristics of rural areas and their populations, their isolation and

remoteness. In reports within the United Kingdom during the last decade the problems of obtaining professional staff are related. The 1976 Department of Education and Science report on The Staffing of Public Libraries[8] states,

> Because the present allocation of staff, both clerical and professional, to the rural areas, operating almost exclusively in mobiles or part-time branches, varies so considerably for such a variety of partly assessible reasons, it is not possible to determine any usable standards of staffing.[9]

The Welsh study of 1978 points to the lack of adequately trained staff as one of the three necessary factors in the provision of the basic library information services. In the Machynlleth study of this report, A. C. Jones, the Senior Library Adviser, reports that

> No qualified librarians are employed in the public library service anywhere in the area covered by this survey.[10]

In the section of the report on library/information services to Welsh industry, one of the recommendations is that each local library should have one or more senior staff members as a liaison for industry and commerce.[11] Maguire's report to British Library in 1978 on the then situation of library services to small communities, reiterates the problem of inadequate staff and recommends that:

> 5. Further consideration should be given to the staffing implication for library service provision to small communities.[12]

The problem reappears in reports of divisional meetings of the library professional organizations in efforts to alleviate the lack of adequate professional staff.[13]

In the United States the lack of professional staff in rural libraries certainly is no less felt. Bernard Vavrek,



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Director of the Center for the Study of Rural Librarianship, Clarion, Pennsylvania, reports results of a national survey of rural libraries indicating that only nine percent of the staff in libraries in communities of populations of 25,000 people or less are MLS trained, and that communities of 2,500 populations or less are served by only two percent MLS trained librarians.[14]

Obtaining library/information professional staff is increasingly more problematic in developing and less developed countries. Hisham Abbas reports in his survey of public libraries in Saudia Arabia a lack of professional librarians.[15] A. Z. Mwasha reiterates the point in reference to Tanzania.[16] In a paper delivered at the fourth Online Information International Meeting in London 1980, Ryan Hoover states the situation of obtaining professional library/information staff in developing countries with,

> ...there are often problems of inadequately trained information specialists....[17]

A. M. Woodward from the National Agricultural Documentation Centre in Nairobi, Kenya summarizes the situation in developing countries as,

> There are three main problem areas that currently face information systems in developing countries and will probably do for some time to come. They are: (a) lack of professionally trained staff; these are necessary to organise effective information systems and will be required to respond to the future change in information technology.[18]

Formal Training of Professional Staff:

Professional literature on the formal training of staff for library/information services indicates the problems of application in rural areas. Houghton and Norrie report on



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the cost relationship of mobile versus static libraries in the U.K.; in the section on rural areas they state that small static libraries cannot justify support of professional staff.[19] However, in contrast, a joint statement by the Library Association and the Institute of Information Scientists on policy for information services for local government relates to the requirements of professional staff:

> 2.3 The staff responsible for the services must have at least five years relevant post-qualification experience, be sensitive to the often conflicting needs of officers and elected members, and possess a high level of management and communication skills....
>
> 2.3. The status of such staff and their salaries should reflect the wide range and high levels of skill required. The organisational problems to be overcome in coordinating all aspects of local authority's information work require that these officers should have direct access to the Chief Executive and Chief Officers' team, especially where comprehensive services to members are provided.[20]

Blaise Cronin further indicates the blurring of distinctions between information scientists and librarians. Cronin reports a lack of mutual understanding between library practitioners and library schools in training for meeting needs in the field.[21] This is ever more so felt in rural areas. John Houlahan, in a address at the American Library Association Conference in 1983, supports Cronin's statement and emphasizes the importance of professional library/information training by, for, and within the rural setting.[22]

Hanks and Schmidt suggest the end of the MLS programs and the creation of combined undergraduate courses for functional positions such as cataloguing and reference, with the client-centered roles to be performed by people with higher

degrees.[23] Bernard Vavrek proposes changes in professional library science training in the United States:

> Accreditation with a bachelor's degree with specialization in library science would still be a considerable goal for most individuals working in rural libraries, but it would be a more realistic challenge than the fifth-year program.[24]

Formal training of professional library/information staff generally is conducted in universities which most likely are located in metropolitan areas. The Welsh report of 1978 identifies the problems of obtaining professional staff for rural areas and indicates that training should take place at the College of Librarianship in Wales which is located in metropolitan Cardiff.[25]

In developing and less developed countries Abbas reports on professional undergraduate and MLS training and King Abdul Aziz University and also a diploma program in Imam Mohammed ibn Saud Islamic University in Riyadh.[26] Ogunsheye reports on a two-year post high school training in Nigeria for "information counsellor librarian."[27] Kaula reports on efforts of UNESCO sponsored National Library System and Information Service System (NATIS) in the education and training of library/information professionals in developing and less developed countries, once again indicating the problem of the gap between the rural needs and the metropolitan training provided.[28]

Formal training of professional staff in providing library/information services is one aspect of staff development. Continuing education, upward mobility and on-the-job-training are additional aspects.

Continuing Education, Upward Mobility and On-the-Job Training:

Continuing education, upward mobility and on-the-job-training (OJT) (or in-house training) have important roles regarding staff development. Barbara Conroy defines staff development and continuing education:

> Staff development is a purposive effort intended to strengthen the library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its own human resources.
>
> Continuing education...consists of those learning opportunities utilized by individuals in fulfilling their need to learn and grow following their preparatory education and work experiences.[29]

Conroy futher expands that staff development focuses on library services and the productivity and skill of library personnel, whereas continuing education focuses on the learner as an individual who learns something related but apart from the work setting.[30] Edwin Olson, in a report on Improving the Effectiveness of Library and Information Systems[31] in the U.K., applies staff development and continuing education with the suggestion that staff development should be conducted on all levels with complimentary and multi-disciplinary backgrounds and interests including the capacity to function within the social system.

Bescoe and Stone comment on adults and motivation, citing Maslow's principles of self-actualization and hierarchy of needs and Herzberg's principles of how to motivate employees. They apply these principles to staff development in the library situation and the quality of work life, maintaining that continuing education offers the library staff the upward mobility motivation necessary for self-actualization [32]

Continuing education concerns all aspects of the library/information profession. Provision of it in rural areas is as necessary as in metropolitan areas but more difficult to achieve. In the Department of Education and Science report on Public Library Services in Mainly Rural Areas[33] from 1974 the importance of staff training and continuing education is evidenced in the report from Cornwall:

> The participation by field staff in area and inter-area study groups and working parties, though expensive in terms of staff time and transport costs, is a valuable way of introducing new ideas and fresh thinking into the service.[34]

The report further concludes and recommends that:

> Short residential courses and conferences, possibly sponsored jointly by both counties [Devon and Cornwall], are considered to be a most satisfactory means of in-service training.[28]

This is again expressed and expanded in the Department of Education and Science report on Library Services in Rural Areas, 1978[35] in the statement:

> Part-time libraries in rural areas are normally run by unqualified staff who must inevitably be recruited locally. They need to be encouraged to regard themselves as an important part of the whole staff team, in the interests both of their own morale and of the efficiency of the service they will give. They must be able to look for support to professional staff with responsibilities of the area, and they need training relevant to their duties, and the opportunity to meet colleagues in other libraries.[36]

In the telephone survey of 448 rural libraries and 41 rural library directors in the state of Pennsylvania, Steven Herb reports that "63%...indicated a personal need for continuing education...."[37] The results of the survey show the three most popular forms of continuing education, in order of their preference, as workshops, programs at the district library, and correspondence courses.[38]

Barron and Curran in their study of rural information needs in South Carolina, report that rural library workers, in spite of their possible lack of professional qualifications, probably will continue to serve and therefore should have continuing education programs to meet their needs.[39] They cite high motivation amongst these workers:

> ...practically all of those serving in rural libraries wanted to do the best job they could and were sincerely concerned for the communities in which they worked.[40]

As a result of needs analysis following continuing education for paraprofessionals offered at the Pikes Peak Community College, Colorado Springs has designed an "Information/Library Technician Curriculum" program for rural library staff personnel.[41]

The provision of suitable continuing education to the library/information worker is varied in order to meet both the personal needs of the worker and also the institutional needs of the library. Barbara Conroy presents methods and techniques for continuing education and staff development.[42] Mary Casteleyn offers theoretical and practical suggestions for preparation and implementation of continuing education for library personnel including examples for further training for non-professionals in U.K. rural county library systems.[43] Shirley Smith reports on a two week intensive continuing education course in West Virginia for rural librarians offered during the summer school break when accommodations and teachers at the university are available.[44] Smith writes that, "Many librarians from rural areas welcome the chance to enjoy the 'big-city'."[45] Stone, Sheahan, and Harrig propose a model of

non-traditional form of continuing education as a result of their study for the Continuing Library Education Network and Exchange (CLENE). The model, Continuing/Library/Information/Media Education (CLIME), suggests criteria for continuing education program development, presentation, measurement and reporting, and provides a recognition system for individual home study.[46]

Library/information practitioners are aware of the benefits of on-the-job-training (OJT). In rural areas it is sometimes the only way of training library staff. However, OJT is usually used in the induction of new employees to introduce them to the where, who, when, and what of the new position.[47] Mary Casteleyn suggests conducting orientation OJT of branch librarians first in the central library and then in the branch where they will expect to work.[48] She also favors OJT for the pre-library school students so that they can be familiar with the various aspects of library work. Blaise Cronin suggests that pre-course practical experience can help weed out unsuitable candidates for formal study.[49]

Staffing for Specific Services:

Continuing education, upward mobility, on-the-job-training and formal professional training are all part of the overall programs of staff development. They are also evident and necessary for specific types of library and information service such as: professional information for local agencies and institutions, school service, community colleges and adult education, and community information.

Staffing for provision of professional information to local agencies and institutions in rural areas not only



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includes library/information personnel but also those people involved and working within the local agencies and institutions themselves. To name a few of the possible professional information seekers in the rural community are the county and regional councils and their departments, industry and commerce, and agricultural field stations. Often the training is cooperative. Wilson and Streatfield, following their study on information seeking behavior amongst U.K. social science personnel in government authorities (project INISS), write,

> As a result of our experience we have no doubt that education in information seeking and communication is relevant to those who work in local government. However, information professionals who work in this area, either in particular departments or in organizations servicing those in local government, must learn that the context of information use is of prime importance.[50]

They confirm this opinion following two practitioner training courses for social service personnel in Devon in October 1978, with,

> A high level of cooperation was obtained from the County Libraries Department, and from the Library at the College of St. Mark and St. John, where the courses were held. Two of the course organizers had previous experience of librarianship and information work and a third had considerable personal knowledge of the work general capacities of the course participants.[51]

In the field of agriculture training is necessary to assist in the dissemination of information. Nwagha reports results of a study of reference librarians serving agriculturists in Nigeria:

> ...Agricultural research scientists using those libraries manned by nonprofessional reference personnel were consciously suppressing some of their demands for documents.[52]

AGRIS (The International Information System for the Agricultural Sciences and Technology) provides training programs, seminars



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and workshops for use of literature in agriculture throughout the world, often in cooperation with other local agencies.[53] Stephen Lawani reports the need for non-book oriented training for librarians in order to provide information to the rural agricultural communities in Tanzania; he suggest the use of audiovisual materials.[54]

Staff training for provision to schools and educational institutions receives attention in the professional literature. In preparation for the reorganization of local government in the United Kingdom the Department of Education and Science comments on staffing of school libraries:

> Commonly, however, in a small school the person with day to day responsibility for the library will be the teacher-librarian.
>
> Ideally the person appointed should have a dual qualification as both teacher and librarian, and opportunities for acquiring both qualifications are increasing.
>
> For practical and for personal reasons it is desirable that full-time school librarians, especially if they are by profession librarians rather than teachers, should feel themselves to be members both of the staff of the school and of the team of librarians serving the school.[55 47]

Colin Ray cites the need for professionally trained staff for school libraries complimented by clerical or support staff.[56] Frances Carroll identifies staffing as problematic in school libraries in remote areas indicating a lack of professional librarians available and remoteness from regional resource centers.[57] Organizational structures for staffing of school libraries to include "head of resources" coordinating activities between librarians and teachers is suggested.[58] Ron Davis, reporting from Australia, discusses library services in the remote Northern Territory where joint facilities and "community"

librarians provide the foundation for total library/information provision:

> We attempt to break down the professional/nonprofessional barriers--at the same time recognizing the unique skills which each staff member brings to the group.[59]

Staffing for adult education and college libraries requires professional and non-professional librarians.[60] The American Library Association Guidelines for Two-Year College Learning Resources Centers calls for faculty status for the professional staff of the library.[61] Lynn Dennison in a study of resource organization in U. S. community colleges reports that,

> In many cases, nonprint materials were serviced by persons for whom training in librarianship was not required.[62]

Rural libraries often are "one-man-band" operations and cannot always support an array of professional and nonprofessional staff. Hilary Rees suggests the teamwork approach for small libraries, citing that the professional librarian usually performs a variety of duties and that

> There cannot be a strict division of professional and non-professional duties.[63]

C. H. Turner reiterates this "...blurring of the distinctions...."[64]

Another library/information service area requiring special staff training is that of community information. Dorothy Turick comments,

> Community information services should not be thought of as 'competitive' with traditional services or as drawing the librarian into the role of a social worker.[65]

Development of non-professional staff as village contacts[66] and training of professional and non-professional staff in rural areas for community information provision is covered by

Eidleman in rural Maryland[67] and Barron and Curran in South Carolina.[68]

The American Library Association's 1985 revised "Guidelines for Establishing Community Information and Referral Service in Public Libraries" suggest that,

> The most important qualifications for staff working in the Community Information and Referral Service are that they have the ability to relate to people of various ages, races, and cultural backgrounds and that they be knowledgeable and versatile in the use of library and community resources.[69]

The consensus of opinion is that provision of community information services needs to be a cooperative effort between the multitude of agencies and institutions in the rural community and the library/information personnel working within the community.

Staffing for special services requires careful planning on the part of the library/information community in the rural area. Training of staff prior to induction and during employment is vital in order to assure provision of services suitable to needs of the community.

Staff Interaction and Communication:

Staff interaction and communication are the key areas in provision of library/information services. B. C. Vickery states:

> L and I services are intermediaries in one form of human communication--distinguishable on the one hand from personal communications (conversation, letter) and on the other hand from mass communications (newspaper, broadcast, cinema, poster). Practitioners in our field must be aware of--and design their services in the light of--the main feature of the two adjacent fields.[70]

Without clientele there is no need for the existence of library and information services. Therefore, clear, direct communications between those needing information and those



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providing it is the foundation of t › rationale for library/information services. Stoakley writes,

> If we want to present a good image of our libraries and indeed encourage their use to the full, then it is necessary to give particular consideration to the way staff relate to those they seek to serve.[71]

Richard Emery reports results of his study communication of staff in libraries indicating:

> that informal relationships and communication tend to cut across departmental status barriers or formal lines of division, thus providing a wider variety of staff links....[72]

He further finds that,

> Communications flourish and work most effectively in libraries with flexible forms of organisation,[73]

Characteristics of rural populations show that they are people and word-of-mouth oriented in terms of their information needs, expressed and non-expressed. Descriptions of rural library/information provision show us small, isolated facilities often linked with distant regional facilities. Therefore, the person working in the small isolated facility is the linking communicator between the rural resident and the organizational provision of information needs. The rural worker needs to be equipped with resources, human and material, to be able to perform his or her job. Staff participation is often one of the ways for equipping the isolated library/i - formation personnel and the way to keep communication lines open so as to be aware of who needs what, where, and when; and how to provide that need. This is expressed in B. G. Dutton's definition of staff participation:

> ...an active cooperation between manager and subordinates in the setting up and pursuit of agreed job-related objectives.[74]



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Staff participation can be founded on open communication between all staff members. Organizational development can help staff members recognize the role of communication in relation to their jobs,[75] both in terms of providing services to the community and in terms of being a staff member of the library/information organization. Team librarianship,[76] so often cited in the professional literature on rural library/information provision, certainly can offer the foundation for staff development through staff communication, especially when implemented in the spirit of working as members of a team.

In the following section is a literature review of staff development specific to Israel and its rural libraries.

## Staff Development for Library/Information Provision in Israel - Literature Review

Some scenic descriptions of libraries and librarianship in Israel are helpful background to understanding the literature survey on staff development in Israel.

Public libraries in Israel are predominantly collections of reading materials for the general public. Shmuel Sever writes about accessibility:

> Since most libraries, including research libraries, are open to whomever wishes to use the collection, and since the country is very small, any book in any library is usually accessible--all it takes is determination, time, and money.[77]

Several descriptive articles of kibbutz (rural cooperative community) libraries appear in the professional journals of librarianship in Hebrew. In order to appreciate the situation of the newly created regional libraries, it is helpful to



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draw a general picture of the average kibbutz library in 1978 as reported in one of the journals by an anonymous author:

a. The general public-kibbutz libraries were established many years ago and run by volunteer librarians with general educations.

b. Those volunteer librarians had no knowledge in librarianship.

c. The veteran librarians did not adjust to the sociological changes which occurred within the kibbutz movement during the past years:

1. communications' explosion: radio, cinema, and television,
2. information explosion, with the multitude of books and magazines published,
3. demographic changes in the kibbutz settlement,
4. diversity of professions and interests within the kibbutz.

d. No research has been done on the kibbutz libraries in spite of their rich collections of books and periodicals and their exemplary high school libraries.

e. The above points have led to a waste of resources, as evidenced by separate teachers' libraries, volunteers' libraries and the like within the kibbutz settlement.[78]

The Library Committee of the Organization of Regional Councils working in coordination with the Section for Libraries and the staff of the Organization of Regional Councils, surveyed all fifty-three regional councils in the country to identify where regional libraries were lacking and in what way the Committee could assist in their establishment or in what way the Committee could assist in their operation. Thirty-three regional libraries were identified in the 1981 survey. In 1983 the Library Committee reported a total of forty-two regional libraries in operation. The unique feature of the working committee was the support received by the individual regional councils of their chief librarians to

travel distances in order to participate in meetings with the Library Committee and officers of other regional councils.[79] At the annual conference of librarians in 1983 the Library Committee reports on the creation of a non-degree course for community librarians, the publication of a new professional periodical in Hebrew specifically for rural librarians, and short technical workshops throughout the country on book repairs and use of audio-visual aids in the regional libraries.[80]

Staff development library/information personnel in Israel is conducted in three different levels and by a variety of institutions. The subject of professional training has been under review since 1977.[81] Three universities offer academic library/information studies: all three grant the professional diploma, one grants the Master Degree, and one grants the Bachelor Degree. Until 1985 The Israeli Librarians and Archivists Association (ASI) offered a non-academic course in three stages for technical librarianship. ASI and the Library Advisory Council of the Ministry of Education and Culture have decided upon the upgrading of the ASI courses with the introduction of a new level librarianship course which is non-academic but comparable with teachers' seminar studies. In Snunith Shoham's study of Israeli public libraries she reports on the increase of public libraries between 1962-1973[82] as well as an

> ...increase in the level of professional education of librarians: the percentage of librarians with an academic degree in library science doubled from 2.5 percent in 1968. However, the percentage of librarians with professional training (mainly non-academic training) increased from 28.1 percent in 1962 to 67 percent in 1977.[83]

The above figures are totals and do not differentiate between metropolitan and non-metropolitan public libraries. Continuing education courses are offered through the academic library schools and the two professional organizations ISLIC and ASI. COSTI provides short courses in training library/information personnel in the use of scientific and technical information,[84] and AGRIS offers training courses in cooperation with ISLIC and COSTI.[85] Adler recommends a continuing education course for library/information automation in Israel based on a minimum of "...six meetings of four classroom hours each."[86] Carl Keren proposes that the education and training of information specialists should be included in the design of a national information policy.[87] In addition to formal professional training and continuing education courses for staff development, the reward system for promoting motivation of staff is reported from the University of Haifa Library. Sever and Westcott review motivation for performance, stating:

> The greatest resource of any library is a qualified, motivated staff.[88]

They cite the University of Haifa Library as an example where the use of rewards and reinforcement theory gave positive results.[89]

Continuing education and professional training for staff development in Israeli rural libraries is problematic.[90] Since the formal librarianship courses are offered in the major metropolitans, travel distances and costs are obstacles to the rural librarian wishing to participate in courses and to the rural libraries wishing to support the training of

staff. In an unpublished report of the Library Committee of the Organization of Regional Councils Shoham cites survey results of a questionnaire to 47 regional library directors at an annual conference in 1984:

> 30% of the regional libraries hold continuing education programs for branch librarians in the central library
>
> 50% of the regional libraries send branch librarians to continuing education programs outside of the regional councils' boundaries

In that same report Shoham further cites that one-third of staff in regional libraries is voluntary.[91] Some attempts to provide continuing education courses within the regional councils' boundaries have been made, usually organized by the various regional libraries in cooperation with the Section for Libraries of the Ministry of Education and Culture. Continuing education courses in general education are encouraged by those regional libraries which are affiliated with regional community colleges offering adult education courses. The problem of professional training is particularly critical in the supply of school librarians and in small village libraries, where the potential work force is predominantly female, married and with children, therefore making it even more difficult to study outside of the area.[92] Attempts to organize formal librarianship courses in the rural regions themselves met with high operating costs due to the small number of students and the high cost of bringing lecturers to the courses; therefore, the courses ceased to be offered in the regional council boundaries. Staff development in the rural areas is left to the ingenuity of the library directors



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themselves on how to motivate and train staff for meeting library/information needs of their rural communities.

Library and information provision to schools is also fragmented in Israel with no single official government office being responsible either for the funding of the libraries or for the staffing of them. Generally, they come into the category of the Education Department of the Ministry of Education and Culture, whereas the Section for Libraries of the same Ministry is under the auspices of the Culture Department. The Section for Libraries guides those school libraries which are members of public library networks. There appears to be a growth of school and college libraries in Israel rural library networks, as is reported in the next section on data.

**D. DATA AND ANALYSIS**

In this section the data and analysis of staff in rural libraries in Israel, the United Kingdom, and the United States is presented.

In 1985 the Section for Libraries of the Ministry of Education and Culture in Israel recognized forty-three regional libraries. Of those forty-three regional libraries, thirty-eight completed annual reports for the Ministry. The thirty-eight responding regional libraries served a total population of 231,950. Population sizes served ranged from a minimum of 700 people to a maximum of 30,400 people. The libraries reported a total of 327 branches. However, not all of the responding libraries reported on staff of their branches;



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this fact will be related to in the analysis of the data. Seventeen of the responding thirty-eight regional libraries, or 44.74%, maintain their central library in a school or regional community college. A combined total of four-hundred staff members comprising 189 positions were cited in the 1985 annual reports. Branches reported accounted for a total of 239 staff members comprising 75 positions. It should be noted that with the exception of three bookmobile drivers and one binder, no other operations or maintenance staff were reported by the responding regional libraries.

Of the total four-hundred library personnel reported, thirty-eight directors were cited with training levels as follows:

| LEVEL OF TRAINING | # DIRECTORS |
|---|---|
| Professional Librarian | 4 |
| Paraprofessionals: | |
| Librarian | 2 |
| Assistant Librarian | 4 |
| Assistant Teacher Librarian | 4 |
| Teacher | 2 |
| Library Technician | 15 |
| Assistant Library Technician | 4 |
| No training at all | 3 |
| | 38 |

Of the remaining 362 staff reported, levels of training and numbers cited were as follows:

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 9 |
| Paraprofessionals: | |
| Librarian | 13 |
| Assistant Librarian | 21 |
| Assistant Teacher Librarian | 2 |
| Teacher | 20 |
| Library Technician | 69 |
| Assistant Library Technician | 34 |
| No training at all* | 194 |
| | 362 |

(*Includes three drivers of bookmobiles and one binder.)



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In adjusting for branches staff reported non-director staff training reported by the regional libraries in 1985 is as follows:

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 7 |
| Paraprofessionals: | |
| Librarian | 7 |
| Assistant Librarian | 11 |
| Assistant Teacher Librarian | 4 |
| Teacher | 0 |
| Library Technician | 34 |
| Assistant Library Technician | 13 |
| No training at all* | 47 |
| | 123 |

(*Includes three drivers of booksmobiles, one binder, and four secretaries.)

Branch staff and level of training as reported by the regional libraries shows that 239 staff personnel were employed in 178 branches. Training levels are seen in the following table:

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 0 |
| Paraprofessionals: | |
| Librarian | 7 |
| Assistant Librarian | 9 |
| Assistant Teacher Librarian | 2 |
| Teacher | 16 |
| Library Technician | 35 |
| Assistant Library Technician | 21 |
| No training at all | 149 |
| | 239 |

Reports on staff and training for public libraries in the United Kingdom and the United States during the same period of time that the study was completed in Israel, show the following results:[93]

UNITED KINGDOM - English Counties

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 3311 |
| Paraprofessionals | 8857 |
| | 12168 |



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UNITED KINGDOM - Welsh Counties

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 269 |
| Paraprofessions | 835 |
| | 1104 |

A study completed in the United States in 1982 by the National Center for Education Statistics cited staff training reports from 7719 rural libraries.[94] The results are as follows:

UNITED STATES (By numbers of population served)
Less than 9,999 population:

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 6955 |
| Paraprofessionals* | 3796 |
| | 10751 |

(*Including 741 plant operation and maintenance personnel)

Between 10,000-24,999 population:

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 5006 |
| Paraprofessionals* | 5974 |
| | 10980 |

(*Including 648 plant operation and maintenance personnel)

Between 25,000-49,999 population:

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professionals Librarian | 4883 |
| Paraprofessionals* | 7534 |
| | 12417 |

(*Including 588 plant operation and maintenance personnel)

Total of all rural populations:

| LEVEL OF TRAINING | # STAFF |
|---|---|
| Professional Librarian | 16844 |
| Paraprofessionals* | 17304 |
| | 34148 |

(*Total 1977 plant operation and maintenance personnel)

Additional data on professional staff is found in "The National

Rural Library Reference Survey" in the U.S. where 106 libraries report 901 personnel, 16 of which are professional librarians.[95]

**AMAYSIS OF DATA**

> The lack of trained librarians is certainly one of the greatest problems for rural libraries.[96]

As the data presented above shows, there appear to be some correlations between the findings in the Israeli case study and the information cited from the United Kingdom and the United States. However, it is important to determine guidelines of definitions pertaining to the results of the studies. Considerable confusion and lack of clear guidelines of terminology occurs within the professional literature, perhaps due to the dynamics of curriculum changes, educational and cultural differences and changing standards. Whereas the author stated initially in this article the definition of professional librarian to mean the training qualifications of a MLS or MA, the analysis of the gathered data recognizes that the British and American reports cited in the section on data regarded a BA in library science as professional status. In addition, the American report regards the Israeli paraprofessional librarian, the assistant librarian and assistant teacher librarian as professional staff.

In analyzing the data we find that professional staff in relation to total staff is as follows: English Counties report 27.21% of total staff as profession; Welsh Counties report 24.36% of total staff as professional, with an average of 26.97% in the United Kingdom. The United States reports



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49.33% of total staff as professional. After adjusting the number of staff reported in the Israel case study in order to consider the regional libraries without their branches (161 total staff), the Israel case study shows 24.22% of staff as professional. This indicates a close correlation between the figures in Israel and the figures from the United Kingdom. If however, we adapt our definition of professional librarian within Israel and consider the Israel Library Technician (ASI B) to be a professional librarian, then the Israel case study would show 54.66% of staff as professional; this would correlate closely with the figures from the United States.

The question of interpretation is essential in analyzing the data. The argument for including the Israel Library Technician (ASI B) with no additional academic degree as professional librarians seems reasonable when understanding the history of training for librarianship in Israel. This author has considered the combined training of a first degree (BA) plus the Library Technician (ASI B) as equivalent of professional training as interpreted in the results from the United Kingdom and the United States. However, in recognizing the curriculum requirements for paraprofessional librarianship in the United States and the United Kingdom, it is clear that the counterpart of the Israel Library Technician course has not been in practice in either of the two countries for at least twenty-five years. Therefore, comparative analysis of data presented in this article maintains the figure of 24.22% professional staff in the rural libraries surveyed in Israel.



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However, it should be noted that, as reported in the literature survey of this article, comparable courses to the Israel Library Technician course are conducted in rural U.S. and U.K. for paraprofessional library/information staff as part of continuing education.

Professional librarians with MLS or MA training account for 1.77% in the United States survey of rural libraries and 3.25% of the surveyed regional libraries in Israel. Exact figures for the United Kingdom were not available.

It is interesting to note the correlation between highest degree earned and type of regional library in Israel. As stated previously, almost half of the regional library networks in Israel maintain their central library in an institution of education. Further detailed analysis of staff training in rural libraries in Israel shows that 77% of all MLS or MA qualified professional staff cited in the 1985 annual reports work in regional libraries which maintain their central library in either a school, or a regional community college. The remaining 23% of MLS or MA qualified professional staff are employed in the same regional library network with one-third of them in a branch school library.

In the literature survey of this article the characteristic of isolation in rural populations was stated. Professional literature related to the one-man-band syndrome regarding the isolated rural librarian. The Israeli case study supports this finding with 1.22 staff per library location. We also find that more than 50% of all staff is part time.

No training accounted for 49.25% of all rural library staff in the 1985 survey. When eliminating the branches' staff, the percentage of none trained personnel decreases to 31.06%. Therefore, it appears that branches have a higher number of untrained staff in rural Israel.

Additional analysis of the information on rural library staff in Israel includes a comparison of staff of three regional libraries which are similar in population sizes and types. The three libraries have between 24-30 branches, and none maintain bookmobiles. All three maintain their central library in secondary schools or community colleges. Interesting information is available regarding staff in the three rural networks. Fifteen percent of total staff work in the central libraries of the two networks located in secondary schools, and 27% of total staff work in the central library of a college. One-third of all staff employed in two of the networks are professional by standards of definition for comparative studies, and 12% of all staff employed in one network is professional. Highest degree earned shows that 3.7% of all staff employed in the three networks has achieved the MLS or MA qualifications in library science; this figure is slightly higher than the mean average for all the Israeli rural libraries surveyed. An average of 38.47% have no formal training. Listed in the below table are details of level of staff training in the three regional library networks:

| LEVEL OF TRAINING | % OF TOTAL STAFF IN LIBRARY NETWORK A | B | C |
|---|---|---|---|
| Professional Librarian (MLS/MA) | | 2.2 | 7.4 |
| Paraprofessionals: | | | |
| Librarian | 11.1 | 2.2 | 3.7 |
| Assistant Librarian | | 26.7 | 5.6 |
| Assistant Teacher Librarian | | 2.2 | |
| Teacher | 16.7 | 2.2 | |
| Library Technician | 27.7 | 37.8 | 12.9 |
| Assistant Library Technician | 2.8 | 6.7 | 16.7 |
| No training at all | 41.7 | 20.0 | 53.7 |

The three libraries report an average of 1.6 staff per library location, and more than half of all staff work part time.

Conclusions and implications of the data gathered and analyzed in this study are presented in the following section.

## E. IMPLICATIONS AND CONCLUSIONS

The data gathered and analyzed implies that the situation of obtaining and training staff for rural library and information services in the United Kingdom, the United States, and Israel is similar. Problems of recruiting professionally trained personnel in rural areas exist, as do problems of training professional staff.

It appears that rural library centers endeavor to find local solutions for staff development through regional training programs. Most rural areas cannot support formal academic programs for professional training of staff. Recruiting, developing and maintaining academic curriculum with appropriate teaching staff and support resource collections has proven to be too costly for most rural authorities to provide. Sending local staff to formal programs outside of the rural area has proven to be impractical and also expensive as indicated in



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the professional literature. Therefore, many rural library and information centers have experimented with developing locally designed and administrated paraprofessional courses to meet training needs for the centers. As the local market has become satisfied, and since needs are always changing, these local courses have had to change accordingly. In recent years the trend appears to be toward provision of local and regional continuing education courses instead of formal degree awarding qualification courses. In some instances the continuing education courses enable participants to accumulate credits toward qualifications for advancements.

This study indicates that there seems to be a correlation between level of staff training and the type of rural library in which staff is employed; higher qualified staff is reported in the central libraries of rural networks and in library of schools and colleges rather than in branches of the rural library networks. This might be due to a greater need for professionally trained staff in the educational institutions or perhaps a greater awareness of benefits of professional skills. This does not mean, however, that there is no need for higher qualified staff in all service points. This study suggests that some library populations might be information deprived due to lack of professionally trained staff. The scenario could be whereby the professional skills of the librarian in charge the local clientele could be denied its inherent right to know.

In addition, it appears that branch libraries are understaffed with part time personnel who often have little or no training for their jobs. Certainly the one-man-band service point is vulnerable to its librarian's physical and emotional condition. Professional literature reports on attempts to solve the problems of professionally staffing branches by having roving teams of professional librarians and also use of mobile caravan libraries instead of permanent branches. In some cases, lack of properly trained staff has led to replacing static branch services with bookmobile service.

The dilemma of how to provide professional staff for rural library and information services has neither a singular nor simple formula. Whereas the desire and trend has been to upgrade professional qualifications in the U.K., and U.S., and Israel, the facts reveal conflict between theory and reality. An additional factor affecting this dilemma is technology. Technological progress has influenced the information seeking behavior of both patrons and staff and therefore has influenced the training of library personnel. It can be assumed that technological advances will continue to be of influence in the provision of library and information services.

Some significant questions arise regarding provision of library and information services in rural areas:

1. What are the information needs of rural populations? In what way(s) can they be met? What is the rural library's role in meeting those needs?



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2. Does technology affect the provision of library and information services today, and in what ways? How might it affect services in the next three to five years?

3. Does cooperation affect provision of services, and in what ways?

The above questions require serious consideration when attempting to staff library and information centers. The first set of questions is of primary importance prior to obtaining and training staff. Perhaps there is a need for interdisciplinary and stratified training. The second set of questions requires innovative thinking, objectivity, and practicality in answering them. Whereas the paperless society might be too extreme, perhaps technology can expedite the provision of some services. Does technological progress suggest a need for technical personnel? The third set of questions is interrelated with the first two sets of questions. After determining the rural population's information needs and what the library's role in meeting those needs is, the question of cooperative ventures with other organizations and libraries within and outside of the rural area can be considered. Does technological progress suggest that cooperation between service points might be effective enough to aid the end user directly? Could the rural library be the linking agency in the coordination and provision of information? Would this suggest an interdisciplinary approach when recruiting and training staff? The following scenarios are not science fiction:



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Alice Mitrand, a newcomer to Matlock from Leon, is preparing for external matriculation exams. She wants the full text of Macbeth in both English and French plus explanatory material in French. Alice visits the public library in Matlock where she borrows the play in English and reads the French translation from a microcomputer.

Mr. Jones wants to know what possible markets exist for the wool of his herd of sheep. He telephones his local public library with his request. Library staff instructs Mr. Jones to turn on his television to channel 22 where he can find a list of the current markets and today's prices for wool.

This study attempts to shed new light on the situation of staffing rural library and information centers. The data indicates a need for local training programs which can satisfy staffing needs of library and information services within the rural area. It is of utmost importance that the approach to staff development in the rural area be interdisciplinary so as to enable the widest possible scope of candidates and to provide the widest possible scope of information services. It appears that technical assistants might be able to provide some services otherwise provided by professional staff. To that end perhaps the library/information education community should be designing appropriate curriculum for A level graduates and also for other professionals wishing to make a career change. The trend of continuing education courses provided by local authorities should be encouraged; an emphasis should be made to award credits which would be acceptable and recognized nationally. Cooperative efforts between the academic Schools of Library and Information Science and regional colleges and colleges of further education could result in a standardization of both technicians' courses and continuing educaiton courses. The essential issue is

that the paraprofessional courses be offered within the rural area so as to enable broad participation. Qualifying with a MLS or MA would continue to be conducted in the urban centers, but perhaps cooperative efforts between the various authorities could make it less tedious for rural librarians and information personnel wishing to earn their qualifications gradually. Intensive summer courses, correspondence courses, and open university studies are some of the ways of enabling staff to gain professional qualifications.

Alison Shute, county librarian of Devon, relates to the role of public libraries' services in rural areas and change.

> The tools of change are different, so too is the tempo, but the most important ingredient is the human factor--staff who are willing to walk the road of change.[97]

Rural library staff must have the options in order to walk that road. It is in the responsibility of library and information educators, planners, and funders to provide viable options.



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1723

# "PLEASE - NO SALES PERSON" OR SURVEY OF AUDIOVISUAL MATERIALS IN RURAL LIBRARIE.

Aileen A. Emert
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Huntingdon Valley Library

**PURPOSE**

My perceptions of rural libraries have changed recently, because of completing the Master of Science in Library Science degree program at Clarion University. Clarion itself is a rural community. The Rural Center and discussion about rural libraries, their services, and one or two visits to small libraries have given me an increased awareness of rural libraries.

In looking through the literature of the rural libraries of the United States, I have found nothing about audiovisual materials in rural libraries. My background includes medium and large public libraries. I was assistant department head in the audiovisual department of a district library serving the county and thirty-two other libraries just outside a major city. I found it impossible to believe that nothing has been written or surveyed about audiovisual materials in small and rural libraries. One or two articles referred to specific libraries and their own audiovisual services but no articles on rural libraries in general and audiovisual materials. I looked back ten years because there have been many changes in the audiovisual field and further back than ten years would not be pertinent.



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That is how this survey came about. The survey is to determine what kinds of audiovisual materials are owned by rural and small libraries. Also in the survey are questions on funding, borrowing, and fees.

**SURVEY**

A total of 268 surveys were sent out in early November 1987. The libraries were randomly selected from the The American Library Directory 38th Edition. The thirty-ninth edition was used in order to update names and addresses of the selected libraries. The only criteria for the selected libraries were that they were public libraries serving populations of 25,000 or fewer. This is in accordance with the Center for Rural Librarianship's definition of rural and small libraries. By the second week of December 1987, 151 surveys were returned (56% return). Of those returned one hundred forty-four were usable (54% usable).

**********

KEY TO INTERPRETATION OF STATISTICS

51/144 = fifty-one responses of one hundred forty-four

AVG. = average

H = highest numeric response in range

M = median numeric response in range

L = lowest numeric response in range

(31% no answer) = thirty-one percent of the one hundred forty-four responses answered with all zeros, none, or did not reply at all to the question

**********



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The following is a presentation of the statistics attained by the survey. Each question will be presented in the manner in which it was presented in the survey followed by comments on the results.

**MATERIALS AND EQUIPMENT**

What type of audiovisual materials are owned by your library? (please indicate by number of titles owned) (31% no answer)

| videocassettes | | AVG. | H | M | L |
|---|---|---|---|---|---|
| 51/144 | VHS | 74 | 650 | 59 | 1 |
| 6/144 | BETA | 83 | 240 | 38 | 1 |
| 82/144 | audiocassettes | 142 | 1000 | 100 | 1 |
| 18/144 | 16 mm films | 20 | 133 | 5 | 1 |
| 13/144 | slides | 422 | 1672 | 200 | 7 |
| 70/144 | records | 469 | 2999 | 272 | 1 |

Two of the respondents indicated that although they have Beta videocassettes they are not planning to purchase anymore. One of the respondents has an equal number of VHS and Beta. Slides could have been divided into two parts to indicate sets of slide and individual slides.

What kinds of equipment does your library own? Please indicate how many are owned by your library.

| (27% no answer) | AVG. | H | M | L |
|---|---|---|---|---|
| 39/144 video cassette recorder (VCR) | 1.2 | 3 | 1 | 1 |
| 35/144 television monitor | 1.03 | 2 | 1 | 1 |
| 71/144 audiocassette recorder | 1.8 | 6 | 1 | 1 |



1726

| | | | | |
|---|---|---|---|---|
| 85/144 16mm sound projector | 1.2 | 6 | 1 | 1 |
| 42/144 slide projector | 1.2 | 3 | 1 | 1 |
| 68/144 record player | 1.2 | 3 | 1 | 1 |

Video cassette recorder could also have been divided into two parts, recorder/players and players.

**FACILITIES**

Does your library have viewing facilities available?

(1% no answer)

142/144 (circle one) Yes 51% No 48%

Those responding that they had viewing facilities reported many types. The most popular answers were a meeting room and the children's room. Those with no facilities replied with a wide range of answers. Three that replied no facilities said that there were no funds for facilities. Nine others that plan expansion of their existing building or facilities are adding a meeting room or room which could be used as an audiovisual viewing facility. Three referred to the purchase of equipment to be purchased as viewing facilities.

Can patrons of your library use the available facilities?

(29% no answer)

101/144 (circle one) Yes 58% No 13%

Of the thirteen percent of the "no" responses, one librarian reported that the answer would be "yes" only if the librarian went along to operate the equipment.



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Where does your library store audiovisual materials and equipment? (Example: Under or at a counter/desk)

Where? Everywhere! In an office or workroom, on a shelf at the circulation desk, in bins on the floor, in the basement, on the regular shelves with the books, closets, carts, technical processing area and boxes were among the answers. Try a cabinet in the bathroom! Wherever they are stored precautions for the care of the different types of audiovisual materials and equipment should be taken into consideration.

**OBTAINING COLLECTION AND EQUIPMENT**

How are the audiovisual materials in your library paid for? (check all that apply)

116/144 (19% no answer)

| | |
|---|---|
| purchased through library funds | 68% |
| donation | 44% |
| special grant or funding | 31% |

Comments to this question are given under the next question because they are closely related.

How is the audiovisual equipment in your library paid for? (check all that apply)

121/144 (16% no answer)

| | |
|---|---|
| purchased through library funds | 62% |
| donation | 40% |
| special grant or funding | 37% |



1728

For both materials and equipment, library funds are the primary source of funds, then "donation" and "special grant or funding." Friends of the Library are friendly with audiovisual materials and equipment. Several libraries note that their Friends groups have donated funds as well as equipment such as a television and a videocassette recorder.

Does your library own all of the audiovisual materials?

(check one)

126/144 (12% no answer)

| | |
|---|---|
| yes | 54% |
| no, only partially | 22% |
| none at all | 12% |

Many of the 22 percent partially owning their audiovisual materials participate in rotating collections. One has a 16mm projector on permanent loan.

Does your library borrow audiovisual materials from other sources?

138/144 (5% no answer)

(circle one) Yes 78% No 17%

No comments.

Where does your library borrow from?

(check all that apply)

131/144 (9% no answer)

| | |
|---|---|
| other libraries | |
| district | 53% |



1729

local 13%

special 8%

other State Library 34%

"District" includes Regional and System libraries. State Libraries are a major source of audiovisual materials. State Library was not a choice on the survey; however, with the overwhelming response, it is obvious it should have been a choice. Other responses included a retail outlet, a church, and a commercially provided free film service.

Does your library participate in a collection rotation program?

134/144 (7% no answer)

(circle one) Yes 35% No 58%

One library asked what a collection rotation program was. It is a collection or resource which is divided among several libraries and according to a schedule each library exchanges one part of the collection for another. Actual rotation and maintenance of the collection is usually monitored by a central library. Several participating in rotating collections have collections which rotate every two months. One library not participating in a rotating collection reports their state is considering this.

If yes to the above question, with whom?

48/144 (67% no answer)

Two-thirds of the respondents participate in rotating collections with district, system, or regional libraries.

Second to this are state libraries. The majority of the collections are video collections. Some general comments by the respondents include one state video cooperative that is to end in 1988. Another state library film center is in "limbo" because of budget cuts. One library will begin participating in a rotating collection in 1988.

How are the audiovisual materials transported to your library? (check all that apply)

121/144 (16% no answer)

| | |
|---|---|
| U.S. Postal Service | 42% |
| Professional Delivery System (Example: United Parcel Service) | 15% |
| Private vehicle | 10% |
| Interlibrary delivery | 40% |

There was a little confusion in a few of the responses as to what was meant by professional delivery system. United Parcel Service is a commercial delivery system. Others along the same principle include Purolator Courier and Federal Express.

It appears the United States Post Office gets just about as much wear as interlibrary delivery systems. A truly unique response for transporting materials and equipment was a plane.

**CIRCULATION**

Does your library circulate audiovisual materials and equipment to: (circle all that apply)

125/144 (13% no answer)

a) staff only b) individual patrons c) patrons who belong to an organization d) other (please describe)

| | PERCENTAGES |
|---|---|
| videocassettes | |
| VHS | a 19 b 54 c 23 d 8 |
| Beta | a 5 b 8 c 6 d 3 |
| audiocassettes | a 17 b 65 c 24 d 5 |
| 16mm films | a 13 b 29 c 31 d 6 |
| slides | a 4 b 10 c 11 d 3 |
| records | a 17 b 67 c 24 d 4 |
| other filmstrips | a 1.4 b 3 c 4 d .7 |
| VCR | a 6 b 8 c 7 d 1.4 |
| tv monitor | a 6 b 6 c 6 d 1.4 |
| audiocass. rec. | a 13 b 24 c 12 d 1.4 |
| 16mm sound proj. | a 13 b 24 c 30 d 2 |
| slide projector | a 7 b 16 c 21 d 1.4 |
| record player | a 14 b 12 c 14 d 1.4 |
| other _____ | a b c d |

Some of the answers given under options of "d" were schools and nursing homes. It is important to be careful of any possible copyright infringement when deciding to whom certain items will be circulated. I expected videos to be lent mainly to individual patron, however, many circulate video

to schools, nursing homes, and service groups. Just a caution and reminder to take the copyright law into consideration when developing the circulation policy of audiovisual items.

What materials and equipment are restricted to use only in the library? (check all that apply)

70/144 (49% no answer)

| | |
|---|---|
| videocassettes | |
| VHS | 3% |
| Beta | 0% |
| audiocassettes | 1.4% |
| 16mm films | 8% |
| slides | 3% |
| records | 1.4% |
| other _____ | _____ |
| 8mm films, microfilms, computer program | .7% |

| | |
|---|---|
| videocassette recorder (VCR) | 22% |
| television monitor | 24% |
| audiocassette recorder | 27% |
| 16mm sound projector | 26% |
| slide projector | 13% |
| record player | 38% |
| other _____ | _____ |
| typewriter, opaque projector, 8mm projector | .7% |
| computer, filmstrip projector, stencil machine | .7% |
| microfilm reader, microfiche reader | .7% |

The majority of items restricted to use in the library are equipment. A very few responded that restricted items could be borrowed only if the librarian went along to operate the equipment.

**FUNDING**

Does your library include audiovisual materials in its budget as a separate line item?

131/144 (9% no answer)

(circle one) Yes 30% No 61%

Several of the respondents answering "no" indicated that they will have a separate line item in 1987, some in 1988.

One librarian pointed out that the library did not have an audiovisual line item, but does have a non-print line item.

Audiovisual budget (or approximate amount spent on average) in 1986? $ 1,185.64 avg.

70/144 H 6200 M 800 L 14.79

The most popular audiovisual budget replies were seven responses for $100, seven responses for $200, six responses for $1000, and six responses for $2,000.

Overall library budget in 1986? $ 56,792.39 avg.

122/144 H 309046 M 33618 L 600

Responses were almost evenly distributed over the range of budgets.

If your library charges a circulation fee for the use of audiovisual materials and equipment or an overdue fee for late return, please indicate how much is charged.

On the following two pages are responses to this question. The range of replies was very interesting. Several libraries commented that the fees they charge are the same as the fees charged on books. Many libraries do not charge any fees.



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| CIRCULATION FEE | | | OVERDUE FEE | |
|---|---|---|---|---|
| video cassettes | $ 1.00 | 6.0% | video cassettes | $ 1.00 17.0% |
| | $ 2.00 | 4.0% | | $ 2.00 06.0% |
| postage | | 1.4% | | $ 3.00 06.0% |
| | $ 0.50 | 0.7% | | $ 5.00 04.0% |
| deposit | | | | $ 0.50 03.0% |
| | $10.00 | 0.7% | | $ 0.05 03.0% |
| | $ 5.00 | 0.7% | | $ 0.10 01.4% |
| | | | | $ 2.50 00.7% |
| | | | | $ 1.50 00.7% |
| | | | | $ 0.25 00.7% |
| | | | | $ 0.20 00.7% |
| audiocassettes | $ 0.05 | 0.7% | audiocassettes | $ 0.05 21.0% |
| | | | | $ 0.10 04.0% |
| | | | | $ 0.02 03.0% |
| | | | | $ 1.00 02.0% |
| | | | | $ 0.03 01.4% |
| | | | | $ 0.50 00.7% |
| | | | | $ 0.20 00.7% |
| | | | | $ 0.04 00.7% |
| 16mm films | | | 16mm films | $ 1.00 02.0% |
| postage | | 2.0% | | $ 5.00 03.0% |
| | $ 5.00 | .7% | | $ 0.05 01.4% |
| | $ 2.00 | .7% | | $ 2.50 00.7% |
| | $ 1.05 | .7% | | $ 2.00 00.7% |
| deposit | | | | $ 0.10 00.7% |
| $20.00 + $1.00 per day | | .7% | | $ 0.02 00.7% |
| slides | NO CHARGE | | slide | $ 0.05 02.0% |
| | | | | $ 0.10 01.4% |
| | | | | $ 1.00 00.7% |
| records | $ 0.05 | 1.4% | records | $ 0.05 23.0% |
| | | | | $ 0.10 04.0% |
| | | | | $ 0.02 04.0% |
| | | | | $ 1.00 02.0% |
| | | | | $ 0.50 00.7% |
| | | | | $ 0.08 00.7% |
| | | | | $ 0.04 00.7% |
| | | | | $ 0.03 00.7% |
| | | | | $ 0.01 00.7% |
| VCR | $ 5.00 | 2.0% | VCR | $ 5.00 01.4% |
| | $ 3.00 | .7% | | $ 3.00 01.4% |
| | $ 2.00 | .7% | | $10.00 00.7% |
| | | | | $ 1.00 00.7% |
| TV | $ 5.00 | 1.4% | TV | $ 5.00 00.7% |



1736

| CIRCULATION FEE | | | OVERDUE FEE | | |
|---|---|---|---|---|---|
| audiocassette player | | | audiocassette player | | |
| | $ 5.00 | 1.4% | | $ 1.00 | 1.4% |
| | $ 1.00 | .7% | | $ 0.05 | 1.4% |
| | | | | $ 5.00 | 0.7% |
| | | | | $ 0.10 | 0.7% |
| 16mm projector | $ 5.00 | 4.0% | 16mm projector | $ 5.00 | 4.0% |
| | $ 1.00 | 3.0% | | $ 1.00 | 1.4% |
| | $ 3.00 | 1.4% | $ 1.00 per hour | | 0.7% |
| | $ 2.50 | 1.4% | | | |
| deposit | | | | | |
| | $ 5.00 | .7% | | | |
| $20.00 + $1.00 per day | | .7% | | | |
| slide projector | $ 5.00 | 1.4% | slide projector | $ 5.00 | 2.0% |
| | $ 3.00 | 1.4% | | $ 1.00 | 1.4% |
| record player | $ 5.00 | .7% | record player | $ 1.00 | 0.7% |
| | $ 3.00 | .7% | | | |
| | | | 8mm projector | $ 1.00 | 0.7% |

One library said they charged a circulation fee on videos for the first year only in order to raise funds for the video collection. A few libraries charge users the postage it takes to ship items between libraries.

Comments and remarks from the libraries participating in the survey were welcomed. "Please - no sales person" was among these. I promise I won't send any sales people. Several libraries apologized for being small and having very limited collection and budgets. That is specifically why this survey was done. Even though limited the audiovisuals are there and are being used by the libraries and their patrons. A couple libraries described the donations of Friends groups and memorials which have been of audiovisual materials and equipment or funds for audiovisuals. Donations include records, computer and programs, cassette tapes,

and sound booth. The comments also described the decisions that have been and will be made about audiovisuals.

One library is involved in a union list of filmstrips. The union list is of children's filmstrips available with the region to the libraries in order to do children's programming. They are in the midst of creating a union list of nonfiction videos that would be available through interlibrary loan.

One library indicated that they have decided definitely not to go into compact disc because their library feels that digital audiotape will be the format winner.

**SUGGESTIONS AND CONCLUSION**

Small and rural libraries are in a state of flux. Changes and decisions are being made all over the United States. Many libraries are building, expanding and even moving their facilities. Audiovisuals are in the small and rural libraries; however, with limited funds the decisions are being carefully contemplated. One library suggested that the survey should have focused its attention more on compact discs and videotapes. The emphasis for videotape because it is an "emerging" format.

Currently, however, libraries are in various places on the spectrum. Several libraries are not buying audiovisuals in order to improve their monograph collections. Purchases and development will continue in the future.

Many are just beginning collections. One indication of this is the libraries which are creating a separate line



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item for audiovisuals in their budget for 1987 and one in 1988.

For libraries just beginning their audiovisual collections, there are several articles in the professional literature which may help. Videotape is an area which is frequently covered. Other formats are usually discussed under their names such as records and slides.

A good overall article on videotape is Ray Serabin's "Video in Public Libraries: A Guide for the Perplexed."[1] He discusses many of the important things to consider previous to beginning a collection of videotapes. Serabin's argument for video is that "it is the public library's unique role...to acquire market products based not on commercially generated demands, but on the full spectrum of community information needs."[2] Serabin quotes a statistic that says forty percent of U.S. households own a videocassette recorder and that videocassette recorder penetration in the market is projected to be 68.9 percent by 1990. Serabin's guide discusses many topics which need to be considered before videotapes are purchased. He suggests researching your own community to discover if there is a need for videotapes and gives recommendations about a video collection selection policy. Serabin's discussion describes feature videocassettes, non-theatrical videocassettes, and children's videocassettes and gives definitions and usage for each type. A source list is included showing where to find video reviews, video wholesalers and video retailers.



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Within another five years audiovisual materials in rural libraries should be surveyed again in order to see the trends and changes. Some of the changes I recommend for future surveys are already included in the body of this text. Another survey might be modified to include:

* Circulation of audiovisual materials and equipment two year local and borrowed comparison
* Include the term non-print
* Books on tape
* Compact discs (audio CD)
* Specifics on rotating collections (for example: what format(s), how many items and how long on loan)
* Waiting period for materials and equipment (for example: walk-ins (same day) or reserved in advance (how long?)



1740

## AUDIOVISUAL MATERIALS SURVEY

This survey is to determine what kinds of audiovisual materials are owned and used by small and rural libraries serving populations of 25,000 or fewer. Also, to discover what materials are borrowed or interlibrary loaned from other sources.

### MATERIALS AND EQUIPMENT

1. What type of audiovisual materials are owned by your library? (please indicate by number of titles owned)

| | |
|---|---|
| videocassettes | |
| VHS | _____ |
| BETA | _____ |
| audiocassettes | _____ |
| 16mm films | _____ |
| slides | _____ |
| records | _____ |
| other_____ | _____ |
| _____ | _____ |

2. What kinds of equipment does your library own? Please indicate how many are owned by your library.

| | |
|---|---|
| video cassette recorder (VCR) | _____ |
| television monitor | _____ |
| audiocassette recorder | _____ |
| 16mm sound projector | _____ |
| slide projector | _____ |
| record player | _____ |
| other_____ | _____ |
| _____ | _____ |

### FACILITIES

3. Does your library have viewing facilities available?

(circle one) Yes No

3(a) If Yes, please describe what type.

_____



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3(b) If No, are any kind of facilities planned for the near future? Please describe.

_____

_____

4. Can patrons of your library use the available facilities?

(circle one) Yes No

5. Where does your library store audiovisual materials and equipment? (Example: under or at a counter/desk)

_____

OBTAINING COLLECTION AND EQUIPMENT

6. How are the audiovisual materials in your library paid for? (check all that apply)

purchased through library funds _____
donation _____
special grant or funding _____
other_____

_____

7. How is the audiovisual equipment in your library paid for? (check all that apply)

purchased through library funds _____
donation _____
special grant or funding _____
other_____

_____

8. Does your library own all of the audiovisual materials? (check one)

yes
no, only partially _____
none at all _____

9. Does your library borrow audiovisual materials from other sources?

(circle one) Yes No

10. Where does your library borrow from? (check all that apply)



1742

other libraries
district ____
local ____
special ____

other_____

_____

11. Does your library participate in a collection rotation program?

(circle one) Yes No

12. If yes to the above question, with whom?

_____

13. How are the audiovisual materials transported to your library? (check all that apply)

U.S. Postal Service ____
Professional Delivery System
(Example: United Parcel Service) ____
Private vehicle ____
Interlibrary delivery ____
other_____

CIRCULATION

14. Does your library circulate audiovisual materials and equipment to: (circle all that apply)

a) staff only b) individual patrons c) patrons who belong to organization d) other (please describe)

| | | | | |
|---|---|---|---|---|
| videocassettes | | | | |
| VHS | a | b | c | d____ |
| BETA | a | b | c | d____ |
| audiocassettes | a | b | c | d____ |
| 16mm films | a | b | c | d____ |
| slides | a | b | c | d____ |
| records | a | b | c | d____ |
| other_____ | a | b | c | d____ |

_____

| | | | | |
|---|---|---|---|---|
| VCR | a | b | c | d____ |
| tv monitor | a | b | c | d____ |
| audiocass. rec | a | b | c | d____ |
| 16mm sound proj. | a | b | c | d____ |
| slide projector | a | b | c | d____ |
| record player | a | b | c | d____ |
| other_____ | a | b | c | d____ |

_____



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15. What materials and equipment are restricted to use only in the library? (check all that apply)

videocassettes
VHS _____
BETA _____
audiocassettes _____
16mm films _____
slides _____
records _____
other_____

_____

video cassette recorder (VCR) _____
television monitor _____
audiocassette recorder _____
16mm sound projector _____
slide projector _____
record player _____
other_____

_____

FUNDING

16. Does your library include audiovisual materials in its budget as a separate line item?

(circle one) Yes No

17. Audiovisual budget (or approximate amount spent on average) in 1986? $_____

18. Overall library budget in 1986? $_____

19. If your library charges a circulation fee for the use of audiovisual materials and equipment or an overdue fee for late return please indicate how much is charged.

| | circulation fee ($) | overdue fee ($) |
|---|---|---|
| videocassettes | _____ | _____ |
| audiocassettes | _____ | _____ |
| 16mm films | _____ | _____ |
| slides | _____ | _____ |
| records | _____ | _____ |
| other_____ | _____ | _____ |
| video cassette recorder (VCR) | _____ | _____ |
| television monitor | _____ | _____ |
| audiocassette player | _____ | _____ |
| 16mm sound projector | _____ | _____ |

| | circulation fee ($) | overdue fee ($) |
|---|---|---|
| slide projector | _____ | _____ |
| recorder projector | _____ | _____ |
| other_____ | _____ | _____ |

Thank you for your time and assistance!!!!

Please add any remarks about the survey or audiovisual materials and equipment here.



1745

## NOTES

1. Serabin, Ray. "Videotape in Public Libraries: A Guide for the Perplexed." Library Journal 112, 9 (May 15, 1987): 29-33.

2. Ibid, p. 29.



1746

**The Center for the Study of Rural Librarianship**

# REFERENCE SERVICE IN RURAL PUBLIC LIBRARIES

At last!! A publication which details the state of the art of reference service in rural America. This study provides a total profile of staffing, services and problems endemic to libraries serving communities of under 25,000. Based on a national sample this report is arranged nationally, regionally and by size of service area. REFERENCE SERVICE IN RURAL PUBLIC LIBRARIES is a solid base of information in a rarely explored but rapidly expanding area of interest.

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Amount enclosed: _____

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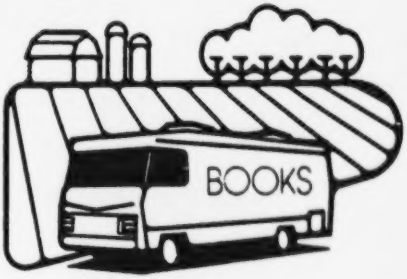
*After Eighty Years*

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William D. Campbell is a Professor of Accountancy at the College of Business Administration at Clarion University of Pennsylvania.

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CENTER FOR THE STUDY
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RURAL LIBRARIES, a publication of the Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, Clarion, PA 16214, serves as a forum for the reporting of investigation, activities, and research related to rural library service. Manuscripts should be addressed to Ms. Rebekah Sheller, Editor; correspondence relating to subscriptions should be directed to Subscription Manager.

We welcome letters in response to our articles.

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This issue of Rural Libraries represents the proceedings of a conference on Information and Rural Economic Development, jointly sponsored by the Center for the Study of Rural Librarianship and the National Agricultural Library, May 4, 5, 6, 1988, Clarion, Pennsylvania.



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# THE CHANGING DIMENSIONS OF RURAL AMERICA: SO WHAT?

Daryl K. Heasley, Ph.D.
Director, Northeast Regional Center for Rural Development
Department of Agricultural Economics and Rural Sociology
The Pennsylvania State University

I will attempt to lay out some of the changing dimensions of rural America and the trends--demographic, economic, and selected others--as seen by others and myself. I will provide primarily national, Northeast regional, and Pennsylvania perspectives. I will lay out some policy options and finally suggest an approach for determining the situation in your case and how to implement a plan of action.

This first part is largely statistical, but rather than concentrating on the statistics, per se, I urge you to think about these dimensions and trends as they apply to your situation. Your service area is unique yet must interface with state, regional, national, and international dimensions and trends. How can you do this?

The last part of the paper--which Dr. Vavrek didn't ask for, but, I'm sure, had an idea I couldn't resist the temptation--I hope will help you put these dimensions and trends into a useful focus and can build upon the backdrop provided by Representative Wright's keynote address and feed into the remaining segments of the conference. From this perspective, let's begin.

I believe everyone would agree that rural America has weathered a series of economic and social crises in the last 20 years. This, in spite of the fact that just a few short years ago, as introduced by Beaulieu (1988) in his book The Rural South in Crisis: Challenges for the Future:

> The overall health of rural America was believed to be showing signs of a major resurgence. Population growth was touching nearly all segments of the rural landscape (Beale, 1985; Brown, 1984; Lichter et al., 1985). The manufacturing, agriculture, mining, and energy-based sectors were expanding and adding strength to the economies of many rural communities (Beale and Fuguitt, 1986; Martinez, 1985; Pulver, 1986). Commonly used indices of well-being (such as per capita income and persons in poverty) were beginning to provide evidence that the welfare of rural citizens was slowly improving (Henry, et al., 1986; Swanson and Skees, 1987; Winter, 1986). Surely, rural America had finally arrived.

But, the decade of the 1980s brought havoc to the rural countryside. A combination of international and domestic forces caused serious financial stress for many farm operators (Economic Research Service, 1985; 1986a; 1986b). While the Midwestern farm belt initially commanded much of the attention, it subsequently became all too clear that the "farm crisis" was more than a Midwest phenomenon, but a nationwide dilemma. Several reports put us on notice that farm-dependent communities were experiencing severe fiscal stress as a consequence of the troubled farm economy. Unfortunately, strains also were being evidenced by rural localities having little dependence on agriculture (Hite and Ulbrich, 1986; Lawson, 1986; Mueller, 1986; Petrulis (et al., 1987; Reeder, 1987; U.S. Senate, 1986). Such stresses were being prompted, in large part, by a retrenchment or discontinuation in the activities of their manufacturing industries (Henry et al., 1986; Martinez, 1985; Wilkinson, 1986). Thus by the mid-1980s, it became all too evident that the crisis enveloped many sectors of rural society beyond agriculture.

In many respects, the economic and social hardships that have made their presence felt across rural areas of the U.S. in recent years have forced rural development issues to be placed on the priority list of items being debated at the federal and state levels.

Let us examine these items in more detail, beginning nationally and working our way to Pennsylvania.

Nationally–What Happened To the Movement of People?

A significant event called "the population turnaround" occurred in the late 1960s. It became most evident and measurable in 1972. For the first time in more than 160 years, the population growth rate was higher in rural areas than in urban areas, despite a decline in the national birth rate (Beale). The reasons for that phenomenon are still being debated by demographers. The population turnaround in the 1960s did result in a rural population growth of 4.4 percent. Between 1970 and 1980, this climbed to 15.4 percent, with a rural population increase of 8.4 million (Office of Rural Development).

This growth, however, was not uniform across the United States. Four factors seem to have influenced this unevenness most. These were the growth of the extractive industries, expansion of the resort industries, the relocation of persons of retirement age, and/or the location of a four-year college or university.

If these were the trends during the 60s and 70s, what are the current trends? Richter reports that non-metro growth has slowed considerably while

metro growth increased; thus, ending the urban to rural population turnaround. He further notes, however, that amenities and recreational characteristics of non-metro counties contrived to attract migrants. He asserts that preferences for rural areas remain as an important reason for moving. Murdock et al. and Lichter et al. indicate that noneconomic factors have become increasingly important mediators of age-specific migration and that nonmetro population growth during the 1970s is largely in rural, not urban, areas. Furthermore, the USDA/ERS Study, Rural Economic Development in the 1980s: Preparing for the Future stated "Rural population trends during the 1980s have returned to the generalized declines of the 1950s and 1960s. Almost half of all nonmetro counties (1,160) lost population during 1983-85, or 2.5 times the number (460) during the 70s. During 1985-86, rural areas experienced a net outmigration of 632,000 people."

> Population decline and outmigration are concentrated in the Plains and Western Corn Belt, but have recently spread to the lower Great Lakes region and parts of the South.
>
> Slow population growth and outmigration, though indicating decline in the performance of rural economies, do not necessarily mean that the remaining population is impoverished or that communities lack essential services and facilities. In fact, in some areas, those who stay behind may be better off and the communities may have an oversupply, rather than a lack, of public facilities (Brown, 1987b).

Nationally–What Happened to the Composition of People?

Population change in size and geographic distribution is but one aspect for consideration by persons providing services to rural areas. Another significant aspect is the nature and structure of this population. Today, one in every four Americans (or 57 million people) lives in nonmetropolitan areas (Office of Rural Development). Twenty-eight percent of the American population 18 years of age and under lives in rural areas (Stern) as does one-third (11 million) of the nation's total elderly (Herbert & Wilkinson). Rural persons continue to lag behind urban persons in years of formal education. High school dropout rates are higher in rural areas. Finally, out-migration was heavy for high school graduates and for persons with four or more years of college in nonmetro areas (Heasley and Price, 4).

Regionally–What Happened?

Beginning in the 1960-70 period, the Northeast region's nonmetropolitan areas experienced larger net migration rates than that reported in its metropolitan places. Thus the region led the nation in the dramatic population reversals by at least one full decade (cf. Brown and Wardwell, 1980; Luloff and Steahr, 1970; Hawley and Mazie, 1982; Sofranko and Williams, 1980). This pattern of differential population increments with the nonmetropolitan areas growing more rapidly, and to some degree at the expense of the region's metropolitan areas, continued into the 1970s and first half of the 1980s (Steahr and Luloff, 1985; Lancell, 1986). This nonmetro growth is unique to the Northeast region in the 80s as it was in the 60s.

The Northeast generally had a higher proportion of older persons in 1980; however, it was clearly not the region with the largest increases in elderly population for the decade of the 70s. A further evaluation was that changes in the number of elderly varied by their type of residence (Crawford et al., 1987).

Percentage distribution, 1980, and percentage change, 1970-1980, in proportion of population 65 and older, United States and Northeast, North Central, South, and West regions of United States.

| Population-change categories | Total U.S. | Region | | | |
|---|---|---|---|---|---|
| | | Northeast | N.Central | South | West |
| | (%) | (%) | (%) | (%) | (%) |
| **Total United States** | | | | | |
| Persons 65 and older, 1980 | 11.3 | 12.3 | 11.4 | 11.3 | 9.9 |
| Change, 1970-80 | 27.9 | 17.3 | 17.3 | 41.1 | 39.5 |
| **Metropolitan counties** | | | | | |
| Persons 65 and older, 1980 | 10.7 | 12.2 | 10.2 | 10.4 | 9.8 |
| Change, 1970-80 | 28.1 | 15.3 | 19.3 | 45.8 | 38.3 |
| **Partially-urban nonmetro counties** | | | | | |
| Persons 65 and older, 1980 | 12.8 | 13.4 | 13.7 | 12.8 | 9.8 |
| Change, 1970-80 | 31.4 | 38.4 | 17.8 | 36.6 | 60.8 |
| **All-rural nonmetro counties** | | | | | |
| Persons 65 and older, 1980 | 14.3 | 14.9 | 17.1 | 13.2 | 10.6 |
| Change, 1970-80 | 7.9 | -3.2 | -1.4 | 19.8 | 13.5 |

Source: Clifford, William B. et. al., 1985.

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Pennsylvania's Population

The overall population number remained relatively the same for the 1970-80 decade at about 11,900,000 persons for Pennsylvania. Pennsylvania has the largest rural population in the nation (about 3,600,000). In addition, it has a continually aging population. Those 65 years of age and older increased by 2.1 percent between 1970 and 1980 (Census Update, 1). Of particular impact to rural libraries is the fact that Pennsylvania ranks fourth nationally in illiteracy rates according to the State Secretary of Education, Thomas Gilhol (The Daily Collegian, 6). While speaking at Penn State, he stated, "Literacy in Pennsylvania is far from what it should be and programs throughout the state and [Penn State] University are being implemented to help this problem" (ibid). He should add "and at Clarion University of Pennsylvania." According to the 1980 Census, 61 percent of the population is 25 years of age and over: more than 2.5 million Pennsylvania residents (35 percent vs. 58 percent for the nation) 25 and over have not completed high school and of that population, 52 percent (1,331,659) have completed 8 years or less of formal education (Department of Education). Furthermore, the Institute for the Study of Adult Literacy, Penn State University, estimates that about one-third of the population in Pennsylvania is functionally illiterate (Askov).

Vavrek (1980) reports that nearly 1.25 million rural residents in Pennsylvania were served by fledgling or substandard libraries or were unserved by any library. Approximately another 93,000 were served by libraries with service populations under 5,000 (565). Certainly, these factors highlight the absolutely critical role of rural libraries in trying to reconcile the need for rural education with the level of current services.

Jones (1988) postulates that Pennsylvania's population is becoming more settled vs. mobile in that there are more families with two members of the household having careers.

Again, let me turn to the Rural Economic Development in the 1980s: A Summary for a clear and concise treatment of this dimension of rural America.

Economic Situation Nationally

> While growth and economic vitality were the dominant rural themes in the 1970s, structural change and economic dislocation have become overriding rural issues in the 1980s. In recent decades, the rural economy has shifted from heavy dependence on natural

resource-based industries to more reliance on manufacturing and services industries, much of it in low-wage, low-skill jobs. This industrial restructuring has left rural areas open to rapid shifts in production technologies, which appear to have reduced their competitive position in the national and international economy. At the same time, the rural economy has become more closely tied with national and global economies, making it more sensitive to changes in macro economic policy, business cycles, and global competition. These events, combined with longstanding weaknesses in the rural economy, have lead to significant problems in some areas, raising questions about the ability of rural areas to adapt.

In the 1980s, downturns in several industries important to rural areas (agriculture, mining and energy, and manufacturing) coincided, turning what would normally be local or regional problems into a widespread rural decline of national proportions.

Slow Rural Job Growth and High Unemployment. Rural employment growth since 1979 (the peak of the last business cycle) has been slower than urban employment growth: 4 vs. 14 percent. Slow growth is concentrated in the natural resources and goods-producing industries. Counties depending on mining and energy extraction actually saw their total employment decline by 9.5 percent, while agriculture counties showed virtually no growth and manufacturing counties grew by only 2.7 percent.

Stress in the rural economy is indicated by high unemployment rates. More than 1,000 rural counties had annual unemployment rates of 9 percent or higher in 1986. High unemployment rates are concentrated in the manufacturing counties of the South and East, and the mining and energy counties of Appalachia, the Gulf Coast, and scattered areas of the Northwest. Though lower in agricultural areas, unemployment rates, for technical reasons, are not a good measure of economic stress for these areas.

Economic Situations–Regionally

Here I turn to Luloff et al. (1986) for this dimension of rural america. The region's share of total U.S. employment declined from 30 percent in 1962 to 23 percent in 1978. Similarly, the region's share of national manufacturing employment fell from about 34 percent in 1962 to 25 percent in 1978 (Fuller, 1982). While the region has not been characterized by a dominant agricultural and other extractive industry labor component, jobs in these areas declined during this period, with growing dependencies on non-farm sources for economic support (cf. Deavers and Brown, 1984; Report of The Northeast Rural Development Program Steering Committee, 1984; Schmidt et al., 1985). The

region has a relatively greater share of its employment force in manufacturing, finance, insurance, real estate, and service than the nation, with a less than national average share in agriculture, forestry, fishery, and mining. The region's former reliance on nondurable goods production has dramatically shifted towards the manufacture of durable goods. Accompanying this internal redistribution of employment concentration is the increasing share of rural women in the labor force, with continued regional levels higher than national rates. Presently, the six New England states region is among the top nationally in rate of unemployment (New Hampshire is Number 1 with 2.5 percent) and, in fact, Delaware, Maryland, and New Jersey join these six states in experiencing less than 6.0 percent unemployment.

A growing nonmetropolitan population and changing industrial and labor force compositions have immediate impacts on the natural resource base. Significant land use changes, from agricultural and forest production to expanded and/or new residential, commercial, and industrial development have occurred. The density of the region's population, coupled with highly integrated transportation and communication networks, have contributed to the development of the nonmetropolitan periphery of the Northeast. Unlike the North Central and Southern regions, continued decline of agriculture in the region has created alternative schemes for the preservation of land in farming including purchase of development rights, use value assessment, and zoning, while the national trend has been the reverse, namely the idling of land (Ishee, 1980; Luloff and Frick, 1986; Roberts, 1982). One reason that the current rural crisis has limited impact from farming is that there was little or no high priced land available for farming, or, if so, it often can be sold for development at a profit if the farm "goes under." The region also is marked by its large number of nonindustrial private forest land-owners (=1.8 million) who account for the vast majority of forest holdings in the region (Forest Statistics for the United States, 1977).

Changing uses of land and the increasing pattern of nonmetropolitan industrialization also contribute to the degradation of the region's natural resource base. The problem of disposal of solid wastes and the sludge from municipal waste water treatment plants is compounded by the presence of large metropolitan centers which, like their nonmetropolitan counterparts, have found

it difficult to locate and build new landfills to replace those currently being phased out. Compounding this situation is the leaching of heavy metals and other contaminates into groundwater used for municipal and individual water supplies. The identification of several of the nation's worst hazardous waste sites in our region highlights the growing public concern over external associated with industrial expansion and development. Industrial contamination, especially from the Midwest, is also impacting the region's natural resource base in the form of acid precipitation. Many of the lakes in the Northeast have suffered serious losses of plant and animal life as a result of decreasing pH levels, and increasing evidence is being compiled which suggests altered growth and yield cycles for the forest resource (Dochinger, 1983; Hutchinson and Havas, 1980; Burgess, 1984).

All of these changes and pressures of growth are coming at a time when there has been decreased availability of federal revenues. The loss of certain categorical and block grants, and the decline in importance of a national rural agenda, have created additional burdens on the region's small and rural communities (McDowell et al., 1985). With new citizens and different demographic profiles, local municipalities are facing increased demands for new and/or expanded governmental services. The growth of communities in the periphery has also highlighted the need for better mass transit systems. And because of programs of deferred maintenance, much of the existing highway, road, and bridge infrastructure of the rural Northeast is in disrepair. Based on these and other factors, the Northeast region is experiencing a rural crisis.

Poverty--Nationally

Underdeveloped Human Resources. A disproportionate share of rural population has been poor throughout the century. The 1985 poverty rate of the nonmetro population was 18.3 percent, compared with 12.7 percent of the metro population. The metro poverty rate has been falling during the recovery from the recession of the early 1980s, but the nonmetro rate has not (Brown, 1987b, 5).

By comparison with urban residents, the gap in average per capita income narrowed slightly in 1965-73, but it widened during 1979-84.

A greater number of people falling below the poverty line live in rural areas

than in the United States as a whole (14 percent vs. 11 percent) and more are "the working poor." In 1985, the rural poverty rate was 18.3 percent vs. 12.7 percent for metro areas. The metro rate has fallen since the last recession, while the nonmetro rate has not (USDA/ES). Furthermore, statistics gathered in 1979 placed 21 percent of all nonmetropolitan individuals over the age of 65 below the poverty level. Only 13 percent of metropolitan residents in that age group suffered a similar fate.

> Characteristics of the nonmetro poor differ from those of the metro poor. Nonmetro poor are more likely to be elderly, white, and reside in the South. Work effort is much higher in poor nonmetro families than among other population groups. Over two-thirds of poor nonmetro families had at least one worker and a fourth had two or more workers. As a result, the structure and performance of rural labor markets have an important bearing on rural poverty (Brown, 1987b, 5).

The urban-rural gap pervades all aspects of a rural resident's life. Across America, researchers have found higher infant and maternal mortality rates in rural areas. In addition, 39 percent of all substandard housing can be found in these parts of the country, which contain only 34 percent of the nation's population. Rural elderly occupy a disproportionate share of the nation's substandard housing. Ten percent of all nonmetro counties (242) are categorized by the federal government as persistent poverty counties (Lawrence, 3).

> Nonmetro residents continue to lag behind metro residents in education. The gap for high school completion has persisted at about 10 percentage points since 1960, and the gap for college completion has widened since then. The metro/nonmetro gap in education for minorities is even wider. Low educational attainment and high illiteracy and school dropout rates are especially common in the South. Low spending for public schooling in the South suggests that little progress is being made in reducing the region's educational disadvantage (Brown, 1987b, 5).

Economic Situation–Pennsylvania

Significant changes have occurred in the structure of rural communities, in the size and viability of farms, in patterns of land ownership and in the demands and priorities for uses of our natural resources. Rapid growth of the nonfarm population and concomitant shifts in the numbers of those involved in

nonagriculturally related employment in our rural communities have presented new social, economic, and political pressures. With increased growth comes increased demands for existing and in some cases, new services. Given the financial constraints under which many Pennsylvania Localities operate, it would be imprudent to try to provide all services in demand. Since different areas receive different flows of migrants and have varied sociodemographic and economic structures, needs will also differ. Not unexpectedly, these shifts were reflected in significant alterations to Pennsylvania's extant industrial and occupation profiles.

If one looks at the patterns of community growth and decline during the 1970-80 decade, the western half and the "hard coal" areas of the state had a decline of the productive age cohorts (18-64 years of age) and an increase in the 65 years of age and over cohorts. While the U.S. employment grew 7.9 percent from 1980-85, Pennsylvania suffered a net loss in jobs. This was due to declines in labor needs in heavy and energy industries. In growth communities, demands for community services and facilities, including library services, are unable to keep pace with the consumer demands. Conversely, in growth deficit communities, the challenge is the maintenance of the established infrastructure in light of declining revenue sources. Even in population growth-stable communities, consumer demands are ever-changing in these regards in the direction of more, not less, services and facilities. Jones (88) stated that in Pittsburgh health care (hospitals) is the largest employer with Universities ranking second. A startling turnaround from the steel image of a few short years ago. In Delaware, Maryland, South Dakota, and California credit card processing is the fastest growing industry (Fravel, 88).

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Percent distribution of non-agricultural wage and salary employment by economic sector in PENNSYLVANIA and the UNITED STATES, March 1980-87.

| Economic sectors grouped by national growth rate (1980-87) | Percent distribution of total employment | | | |
|---|---|---|---|---|
| | PENNSYLVANIA | | UNITED STATES | |
| | 1980 | 1987 | 1980 | 1987 |
| **VERY FAST GROWTH** | | | | |
| Services | 20.1 | 25.8 | 19.8 | 23.6 |
| **FAST GROWTH** | | | | |
| Finance, insurance, real estate | 4.9 | 5.9 | 5.6 | 6.4 |
| Wholesale & retail trade | 20.6 | 22.9 | 22.3 | 23.4 |
| Construction | 3.6 | 3.9 | 4.5 | 4.6 |
| Sub-total | 29.1 | 32.7 | 32.4 | 34.4 |
| **SLOW GROWTH** | | | | |
| Government | 15.5 | 14.4 | 16.9 | 17.3 |
| Transportation, public utilities | 5.6 | 5.0 | 5.7 | 5.5 |
| Sub-total | 22.1 | 19.4 | 24.0 | 22.8 |
| **SLOW DECLINE** | | | | |
| Manufacturing | 28.7 | 21.8 | 23.0 | 18.8 |
| **FAST DECLINE** | | | | |
| Mining | 1.0 | 0.6 | 1.1 | 0.7 |
| **TOTAL EMPLOYMENT** | 100.0 | 100.0 | 100.0 | 100.0 |

Source: (3, 4, 7, 8)

Economic development and services provisions have largely been tied to various tax structures. An interesting aspect to taxing was reported by Shaeffer and Sander (1988). They state:

> Taxes that support education increase employment growth. Other taxes have a negative effect. Therefore, higher state and local taxes funding redistribution programs or other nonproductive expenditures may result in lower rates of job growth. This does not mean that welfare programs lack merit. The point is, simply, that there are negative consequences for employment growth if welfare programs are funded by state and local governments. Federal financing is more efficient.
>
> The negative tax result also implies that subsidies to industry, financed through higher state and local taxes, may result in lower employment growth. Although the subsidy may directly create jobs, it may indirectly destroy jobs via higher taxes or lower investment in education by diverting tax revenues from schools.

> The benefits of spending on education spill over into other geographic regions. States and larger urban areas seem better able to capture the benefits of more education, probably because their labor markets are more diverse. Higher education levels in small, semi-urban counties did not lead to increased employment growth.
>
> While education had a positive effect on employment growth in state and large urban areas in the study, this result must be interpreted with care. Employment growth is only part of successful economic growth. The quality of jobs gained, in terms of wage rates, job security, and so forth, should also be figured into returns to public spending on schools. Neither do the results imply that spending more on schools guarantees an improved rate of employment growth. More spending will improve job growth if and only if more money results in better schools, a higher level of educational attainment, and a higher quality of human capital to enhance a state's economic attractiveness (Policy Forum, 3-4).

Trends–Summary

Let's catch our breath and summarize trends, some explicit from the foregoing, but logical, meaningful, and patterning across rural America, the Northeast Region, and Pennsylvania. Greatest changes seem to occur on a three- to five-year pattern and are impacting rural areas (Schmidt, 88). The economic competitiveness of rural areas is diminishing. Rural communities are dependent upon too few sources of income. Agriculture is decoupled from rural life. Two percent of our population lives on farms and only one in five American workers is aligned with agriculture. Service demands on local governments and community organizations are growing while attendant resources are diminishing. Rural families and communities are having difficulty adjusting to the impact of political, economic, and social changes on rural life. The quality and diversity of the natural resource base is critical to revitalizing rural communities. Skilled and dedicated persons in community leadership roles is crucial to assuring rural America will survive at an acceptable level of living (RRA: Program Ideas, 88).

These aspects are significant for the rural Northeast and Pennsylvania when one considers increasing foreign ownership takeover of business and industry, our increasingly aging population, the center of political dominance is moving south and west as the population numbers shift in those directions, the need to balance labor shortages and surpluses, and that small businesses

are experiencing the largest growth of any sector of the business community (Jones, 88). One last factor to consider before we explore some "what are you going to do about these trends?" Our nation and state are experiencing a significant increase in the incumbent, full-time professional legislators. About 95 percent of the incumbent legislators are reelected if they choose to rerun. Thus, communities have a long-term opportunity to exert leverage upon the politician as more and more the latter's livelihood is dependent upon reelection.

What are the Policy Formulation Options?

Brown (1987b, 6-7) again provides a succinct description of the policy alternatives. He writes:

> Until a decade or two ago, rural policy and farm policy could often be considered synonymous. But such a congruency is no longer defensible. The farm population now makes up only 9 percent of the rural U.S. population, and farmers and farm workers make up only 8 percent of the workforce in rural areas. Other economic influences besides those related to farming now exert more important effects on the rural economy. In addition, the rural economy is no longer insulated from national and global economies but has become an integral part of them. As a result, national rural policy will encompass a variety of policy elements. Major contributions to a rural policy stem from four policy arenas: macroeconomic policy, territorial policy, sectoral policy, and human resource development policy.
>
> Macro Policy. The rural economy is now an integral part of the national and global economies. Rural employment is slightly more sensitive to changes in macro policies than is urban employment. These differences are especially pronounced in the nonmetro Northeast and South because of their relatively greater reliance on manufacturing...Rural areas have a major stake in macro policies that promote rapid rates of real economic growth. Such policies are likely to reduce economic stress accompanying structural adjustment in rural areas.
>
> Sectoral Policy. Sectoral policy regulates the performance of individual industries or focuses on redressing industrial decline...These programs are seen as a strategy to restore America's competitive position. Because current rural stress results primarily from adjustments in agriculture, mining, energy, and manufacturing, sector-specific economic policies are an option to consider. At the same time, such policies have the potential to become primarily protectionist, thus inhibiting adaptation and change in rural economies.
>
> Territorial Policy. National rural development policy has usually focused on strategies to narrow the differences in levels of economic

activity, growth, and rates of return between rural and urban areas. Federal programs aimed at rural economic development have concentrated on public infrastructure, attempting to increase local comparative advantage and encourage local job creation. Current widespread rural stress results from a combination of national and international factors, which may significantly reduce the efficiency and feasibility of such place-specific policy.

Human Resource Policy. Rural residents continue to suffer from an educational disadvantage with urban residents. Rural southerners are the most disadvantaged in this regard. Human resource problems stemming from rural areas affect urban areas, too, because many rural youth will spend their working lives in urban areas. Industrial and occupational restructuring now occurring in the rural economy is displacing many rural workers, putting a premium on their learning new job skills. Human resource policies, to prepare people to enter the labor force and equip them for occupational changes if they are displaced, are central to ameliorating rural economic stress.

Whichever policy or combination of policies one chooses, the individual (community) must keep in mind that the level of analyses is extremely important. Remember, 26 percent of the total population--50 to 60 million persons--reside in rural areas. All of these figures and trends are interesting but relative useless for a local librarian to use for formulating service area policies. Let me borrow one approach a colleague finds useful. Schmidt (88) suggests: (1) determining the total population of your service area; (2) finding the total land area; (3) calculating the population density--the population distribution over land area; (4) analyzing the changes in the population profile; and (5) "targeting" your services by tracking your clientele--computerize zip codes, sex, age, type of information sought, and so on. I would add: analyze the economic situation, the potential for diversity and growth, and do the residents want to change. To carry out such a task will involve: (1) multi-disciplinary team efforts. New coalitions with new and existing clientele and agencies are essential if efforts are to be accurately redirected; (2) Personnel competencies of professionals and volunteers must be continually upgraded by planned orientation, in-service education, and motivation; (3) structural changes will be necessary--reallocation of personnel and holdings, and gaining additional resources as necessary; (4) establish and maintain (or access) appropriate research and other data bases--for example the Rural Informational

Center, National Agricultural Library; (5) Review and target communication strategies to accurately project your services crucial to an informed, dedicated, and skilled community leadership; and (6) Use the first five efforts to develop program strategies.

Summary

As stated at the outset, I have outlined some changing dimensions and trends in rural America, laid out four policy options–which can be adapted and applied to a service area vs. a nation if you do as Schmidt suggest, and provided an approach to and strategy for implementing quality library service to your area. As a colleague and I concluded in our paper presented at the 50 Years of Library Service at Clarion University of Pennsylvania: We are sure you can think of all kinds of ways in which rural libraries can meet the challenges of rural environments–from people challenges–provision of leadership–to community challenges. In fact, we would argue that the future of rural libraries and the critical role for them in rural communities despite changing or nonchanging dimensions and trends in rural areas are limited only by the lack of creativity, vision, and leadership abilities in people like you and us. Conversely, the large amounts of these attributes available at this conference will provide a continuing and solid base for library service in the present, and for the future, as it has done in the past. God speed you on this essential and enormous task (Heasley and Price, 16).

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# RURAL INFORMATION NEEDS

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Rural Information Needs as seen through the eyes of a rural county agent; that is an interesting challenge. I am going to approach it by looking at eight national initiatives targeted for extension program emphasis, through the 1990s on into the 21st century.

One might say these are national issues, not something that will affect rural areas like Clarion County. These eight, however, have come from the grass roots and have come to the National attention from the people we help.

I would like to look at five of these National issues, and interpret them into requests I received for information from people in Clarion County.

First, let us look at these national initiatives. The list is:

1. Alternative Agriculture Opportunities
2. Building Human Capital
3. Competitiveness and Profitability of American Agriculture
4. Conservation and Management of Natural Resources
5. Water Quality
6. Family and Economic Well Being
7. Improving Nutrition, Diet, and Health
8. Revitalizing Rural America.

It has been my experience that you must define the audience before you can talk about meeting needs. We will definitely get a different set of needs for each audience we target for information.

For example, the needs are not the same for the full time production of agriculture as they are for the part-time agriculture producer, or non-resident land owners, or resident home owners, or elderly or low income. I believe that these are at least the groups we find seeking information, and are targets for many of our programs. There are also needs that cross all of these categories, without regard to occupation, place of residence, or age.

Let us look at the needs of each of these groups and then some of the needs common to all.

## FULL TIME AGRICULTURAL PRODUCERS

If we target full time agricultural producers for informational needs, we find some definites. They look for information that will keep them on the cutting edge of competitiveness; more production at a lower cost. This includes cultural methods that involve new varieties, fertilization and total nutrient management, pest control, and training in pesticide application and safety.

The pesticide application and safety training are mandated by law and every user of restricted pesticides must keep their permit current.

Financial management and marketing information is needed by all and requested by few. However, most farms do keep accurate records using various record keeping tools. These tools vary from computers to a shoe box that contains income and expense receipts.

New methods of equipment and labor saving technology are always of interest and used in various innovative ways.

What's new? I integrated pest management, genetic analysis, and planning for farm animals as well as agricultural plants and nutrient management, to name only a few.

## PART-TIME PRODUCERS

Although most full-time producers also look for alternate opportunities for profit, I find a great number of people in our area looking for ways to produce income from small acreage. Some, in this group, look for a way to use land they own or can rent.

What new farm enterprises, they ask, can I get involved in, to make use of left over labor and land. They may live on the small acreage or even live in Pittsburgh and invest in land here, then look for ways to use the land. Alternative agricultural opportunities are of great interest to these people.

Answers are always difficult because no two have the same expectations, knowledge, or resources to utilize. There are no easy dollars to be made, and there are no recipe solutions to use for what they have.

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There are certain enterprises that come along from time to time that have profit potential. Sheep and hogs are always popular, but by the time everyone gets geared up and starts, the over supply lowers the price and the profits are gone.

## RESIDENT HOME OWNERS

People who are resident home owners in rural areas are common. They usually live on small lots of less than 2 acres. They are employed somewhere in the area and their needs for information are somewhat the same.

Care and upkeep of their home and property are important. Interpreting this; it means lawn care, home vegetable and fruit production, and all the pest and disease that come with these activities.

This year could be the year of the gypsy moth and termite.

The identification and treatment help for these are always easier to recommend than they are to do, and more importantly, to pay for in some cases.

This week it has been helping interpret soil test reports, controlling gall aphids on spruce, and grubs in lawns.

## NON-RESIDENT LAND OWNERS

In Clarion County we are getting more and more of these people who live in other areas, but own acreage in Clarion County.

These requests come in two questions. What can I do with my land to keep it up; how much can I rent it for, and how can I make money from it?

The answers are somewhat the same as the resident home owners, at least when it comes to wanting to know how they can use the land.

I do not know of anything that can be planted, left alone, harvested, and profit pocketed. If and when this happens, I will be in it, unfortunately, so will six zillion other people.

## NATIONAL INITIATIVES THAT TOUCH ALL AUDIENCES

Last, I would like to briefly mention the needs that cross all segments of our population regardless of where they live or how much they make in rural Clarion County.

One is water quality and the other is building human capital.

In Clarion County, we are currently gearing up to fill a gap in the education of water quality. The educating is by helping people interpret their water test results. Helping them understand what their alternatives are and what treatment will cost is a gap in the information flow.

Building human capital is leadership development. The task can be interpreted as helping develop the tremendous human potential we have. We see this potential in all the volunteers we work with in our 4-H programs. Helping people develop their skills is probably the one most important thing that those of us in the informal educational business can do. Benefits will be unmeasurable.

Thank you for your time.

# THE RURAL INFORMATION CENTER: INFORMATION NEEDS FOR LOCAL RURAL OFFICIALS

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Coordinator
Rural Information Center

Although rural America of the 1970s experienced economic growth and vitality, in the 1980s it faced rising unemployment, slow job growth, declining population, and increasing poverty. Beginning in the 1980s the primary dependence of the rural economic base shifted from one of natural resources and agriculture to manufacturing and services. The national rural crisis of the 1980s resulted because of a combination of factors--the decline in farmland values, the increase in agricultural competition, the economic decline in the rural-based mining, timber, and petroleum industries, and the slow recovery after the economic downturn experienced from 1979 to 1982.

Consequently the U. S. Department of Agriculture (USDA) shifted its focus in rural policy to include not only the economic well-being of the farmer but the economic, social, and technical needs of the entire rural community. USDA officials recognized that the economic health of all elements of rural society must be considered in rural policy and that USDA must function as a partner with state and local governments to meet the changing economic needs of rural America.

At the same time rural leaders and officials appointed by the President to the National Council of Rural Development to advise the Secretary of Agriculture on rural development policy were voicing strong concerns about the importance of the capability of rural leaders to be able to access the most current and accurate information at will. The council recommended that USDA establish an information service to provide this function.

Consequently USDA designated its newest information center, the Rural Information Center, with the responsibility to provide information and referral services to local government officials working to maintain the vitality of America's rural areas. RIC's targeted audience is the public responsibility--local, state, and national.

RIC is a joint project of the Extension Service and the National Agricultural Library (NAL). RIC combines the technical, subject-matter expertise of Extension's nationwide educational network with the resources of the largest agricultural library in the free world. RIC staff draw upon NAL's collection resources of books, journals, program manuals, audiovisual materials and access to numerous on-line databases for providing information and retrieval material. RIC is the twelfth specialized information center to be developed at the library in sixteen years. While NAL's experience and information expertise are invaluable to the success of the RIC project, the Extension service provides RIC with program expertise as well as a network to rural outreach, contacts, and information dissemination. The rural information requests RIC has received from its targeted audience of public officials, rural communities, and the Cooperative Extension Service, fall into two basic categories:

First, RIC has received community requests of the urgent crisis category. Rural citizens have a municipal crisis and need information immediately. These inquiries often deal with pressing environmental and rural health impact issues.

Second, RIC has received questions that fall into the category of extension service and community planning programs to provide local government services and promote economic development. RIC provides information and referral contacts allowing decision-makers to know what is available to them. The information and contacts subsequently play a part in impacting the local decision-making process in rural areas.

One of the most involved examples of a crisis request received by RIC came in October 1987, the day after RIC had just acquired an entirely new staff. For this reason the timing was not great, but the request was used as an excellent training exercise because it required both manual and on-line information retrieval searches.

The question came from a district extension community resource development specialist in northeastern Ohio. A group of concerned citizens were seeking information about the proposed building of a toxic waste incinerator in their rural community. They were concerned about the health and environmental impact of locating the incinerator in their community. They also wanted information on guidelines and studies monitoring toxic waste sites

and on the possible application of the Federal Farmland Protection Act. In addition, they requested names of community groups and organizations which dealt with this type of issue so that they could contact them for guidance. The RIC staff provided names of organizations for the citizens to contact, a copy of the Toxic Substance Control Act of 1976, and with help from a congressional information office, a copy of the Federal Farmland Protection Act which was buried in the Agriculture and Food Act of 1981.

The second aspect of the request involved identifying the various concepts comprising the on-line search strategy and the appropriate databases to access in the search. In addition to searching several specialized subject databases from the DIALOG service, we also accessed the LOGIN, or Local Government Information Network database, which contains text records of 50 to 500 words each. LOGIN records contain information on problems encountered by local governments in such areas as economic development, housing, financial management, and services. The records can include case studies, the names and phone numbers of key contact people, and training and resource materials.

The RIC staff was able to provide on-line subject searches on the basic request concepts which included hazardous toxic waste substances, toxic incineration, toxic disposal guidelines and regulations, health and environmental impact, and community and citizen participation. RIC supplies case studies of similar situations encountered by other communities and key contact organizations. To bring this request full circle, a RIC technical information specialist subsequently prepared a reference brief on toxic waste incineration as a result of and subsequent similar requests. By far the largest number of requests received by RIC fall into the second category of users–those community officials, leaders, and organizations preparing grant proposals, reports, studies and planning documents dealing with local government services and economic development programs.

Requests for help with local government services almost always have the same bottom line–funding. Local governments need to know the source of funds, if they qualify for the funds, and how they can get the funds. RIC has received so many funding questions that a RIC subject specialist compiled a list of the top 100 federal funding programs available to rural areas.

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RIC has received a wide variety of requests focusing on rural government services. One of the principal requests dealing with the financial problems impacting a community's ability to deliver services came from a Kentucky state extension specialist who called RIC for information to help the citizens of Lebanon, Kentucky. They were wrestling with three local issues:

First, the state of Kentucky had passed a law which no longer allowed juvenile offenders to be housed in the community jail or even in the same building as the jail but had to be located in a separate building. Local officials were worried about the financial impact of the new legislation on their small community and needed to explore alternatives.

Second, they wanted to explore ways to cooperate in a multigovernmental arrangement, agreement, or contract for providing basic local services such as ambulance, animal shelter, and solid waste management disposal services.

And finally, the community was dissatisfied with its cable TV system and wanted to explore means of city ownership or control before the cable contract came up for renewal.

The service issues facing the local government in Lebanon are representative of the type of community inquires being received at RIC. Many local governments are trying to address the varied and increasing service and social needs of their communities while experiencing a diminishing population and tax base. Local government officials and community organizations are seeking information and referral assistance from RIC to prepare grant proposals to help with the essential community services.

In addition to the essential services, local officials are seeking RIC services to help in the preparation of programs, studies, and grant proposals for community services dealing with issues impacting the community's social structure. Some social issues, such as how to deal with homelessness, are resulting in newer financial strains for rural America, while other issues such as increasing high school drop-out rates, medical costs, and care of the elderly continue to place increasing stress on the local finances of rural America.

Other local government inquiries include identifying innovative methods to reward productive municipal employees with non-financial awards in those communities lacking adequate funds for employee awards, funding sources for affordable community housing, and providing land fill alternatives to solid

waste management disposal. Local county councils also seek RIC's assistance to identify funding programs for catastrophic illness insurance and school services.

RIC is seeing an increase in requests focusing on services for the rural youth and elderly. Local communities are looking for programs with proven track records which lower the high school drop-out rate. Georgia extension officials are working on this issue at both the county and state level. RIC has received requests from local communities and extension agents seeking funding sources for teen community centers, schools, rural libraries, and combination multi-purpose structures comprising a library, a community center, and a kitchen sufficient to handle a meals-on-wheels program.

In addition to worrying about providing essential community services and related social help programs, rural governments are equally involved in community economic development efforts. RIC is receiving questions from county planning officials for information identifying the local community factors which affect business decisions in selecting industrial location sites, evaluating the use of impact fees that a municipal government charges a business to develop an area, planning the building of a community nursing home or designing and implementing a developmental park project, locating funds to restore, preserve, and even move historic buildings, creating and retaining jobs, and diversifying off-farm employment and jobs for farmers.

In addition to promoting economic development, local planning officials want to be able to monitor economic trends. Local government planners and extension specialists have requested information on the appropriate economic indicators to use for measuring stress in rural Texas counties and developing software programs to examine productivity indicators in Washington State.

Likewise, information requests from rural citizens via the local extension agent are also economic in nature. Many requests are from budding entrepreneurs needing basic information on how to set up home-based businesses and referrals to local area organizations for financial and technical assistance.

In addition to requests on funding of local government services and community economic development programs, RIC has also received several information requests from the Cooperative Extension Service for developing

training workshops to help with the revitalization of rural communities. The inquiries have varied from identifying funding sources to develop a workshop on the aging to supplying information on the course development for workshops dealing with self esteem, stress, risk management, and insurance liability.

The most ambitious extension workshop project with which RIC has been involved was the preparation of an extensive literature search on local government liability insurance and risk management. This resource list is being used by the Extension Service in the development of courses and course materials to train state extension specialists who in turn will train local officials on site in 24 states in risk management and local government liability. Risk management has become a major issue nationwide because public officials and local governments can be and are being sued for a variety of reasons. The concern over lawsuits and obtaining liability insurance have caused some officials to resign and deterred others from seeking public office.

The W. K. Kellogg Foundation awarded a two-year grant of $462,000.00 to the USDA Extension Service in the fall of 1987 to mount this national development and training effort. The federal Extension Service feels that this program will aid small jurisdictions lacking staff and materials to build a risk management program and be an integral part of the Cooperative Extension System's national initiative on revitalizing rural America.

It is the goal of RIC, working closely with the Extension Service, to meet rural information requirements by placing the best information available in the hands of public officials and community leaders responsible for implementing rural development programs. The accomplishment of this goal by the RIC staff will play an important role in assisting local officials to make the best informed decisions on rural issues impacting their communities.

## RURAL INFORMATION NEEDS AS SEEN BY:

Ruth Anne Mears, Ph.D.
Extension Agent
Family Living Program
Cooperative Extension Service
Clarion County

Since the title of this session is "Rural Information Needs as seen by ...," I plan to share what I see as some factors vital for meeting the informational needs of rural families. In extension work I deal with farm families, nonfarm rural families, the low income, rural elderly, small town families, and the small town elite families. For this topic I have a special interest in low income families because in many ways they have the most needs but probably will be left behind in the information explosion.

Hennon and Brubaker (1988) talk about family rurality-urbanity. Three components make up this family rurality-urbanity. The first dimension is the physical and socioeconomic criteria. Rural and urban are placed on a continuum and locations along this line based on population size, population density, distance to urbanized centers, economic base, type of housing, land use, transportation access to urban areas, number of retail outlets, social services, and recreational opportunities. A vertical component is the access to and use of modern technology. This places communities on a vertical continuum based on their knowledge and use of technologies related to communication, medical and health developments, data and word processing, and industrial innovations. Some families in rural areas have more access to technology i.e., satellite dishes, video recorders, agricultural production advances, computers, microwaves, etc. The third dimension on this three dimensional diagram is the meaning domain. This subjective component taps the world view, values, customs, rituals, attitudes. I think we often ignore this component with providing information. Certain patterns are considered more cosmopolitan and others are considered rural. For example, self-worth defined through ownership of land is a rural value. End points on any of these three dimensions do not imply positive or negative values. (Hennon and Brubaker, 1988, p. 6) This

diagram has much to contribute to a study of the information needs of rural families.

Families in rural communities are quite diverse and this makes generalizations difficult. The rural families in the South differ from rural families in Appalachia who differ from rural families in the west. Research has indicated some of the following demographics of rural families as compared to urban families. There is a higher ratio of males to females, incomes generally are lower, proportionately more families live in poverty, women are less likely to work outside the home, rural people have less education and a larger proportion of the population is elderly. (Johnson & Beegle, 1982) Scanzoni and Arnett found the most important characteristics which distinguish rural and urban people are education and degree of gender role traditionalism. These researchers found that there are many similarities between urban and rural people, but rural people are less well education than urban people and rural people are more traditional than urban persons on both dimensions of male behaviors, the father and husband roles. (Scanzoni & Arnett, 1988, p. 276)

Traditional values in rural communities do influence what information people are willing to accept and use. For example, in a money management class I was told that *women should not be working and this was a religious issue. The only reason women work is to buy microwave ovens and other things. This individual believes it is the role of women to be dependent on men and that men should be the providers for the household.* In a group of six people, three agreed with these statements. In fact, one of the women said even though her husband was disabled periodically and they were late in paying many bills, they did not believe it was right for her to work.

Another traditional value for some populations within rural communities is independence and self-sufficiency. I see a need in very rural parts of this county for rural families to be aware of the services and agencies that are available to them. The Area Agency on Aging has transportation available to elderly citizens for visiting the doctor or getting groceries. They also provide assistance to elderly families who have members who need care in the home. However, some rural homemakers viewed this as welfare and did not want to participate in anything that was "welfare," even though they desperately needed

help. Their children had left the county, their spouses had died, they could barely see, but by golly they weren't going to use this transportation service.

There is a difference between needs and wants. A family may want to know something but may not necessarily need it. On the other hand, a family may need information but not want it. To me this seems to be a major barrier in providing information. In many ways identifying needs may be the easy part; while making the delivery, reaching the people who need information, and helping them use information are the hard parts. Perhaps, first we need to examine the existing values and determine ways goals can be reach within the values or work to change the values.

As stated earlier Scanzoni and Arnett's study a distinguishing factor between urban and rural families was educational levels. Rural areas have lower levels of education than do urban areas and this factors plays a large role in distinguishing between rural and urban families. I find bright children leaving rural communities while poor and elderly stay, consequently, a poor base exists for economic development. In Clarion County 36.3% of the people over the age of 25 have not graduated from high school. (Riverview Intermediate Unit, 1988) This raises the question of how capable is this part of the population to even read information that is to be presented. This low value for education may also imply a low value for wanting information.

Rural poor often need all kinds of information. In our federally funded Expanded Food and Nutrition Program our nutrition advisor is working with a family that does not have indoor plumbing. The only toilet is located in one of the bedrooms. There is no bathroom or shower. Drinking water is obtained from local springs and receives no treatment for bacteria contamination. This water sits around in gallon jars until it is used. Information on sanitation is needed. Because rural areas lack zoning, no one will determine that this house is unfit for renting.

The mother of this family is one of thirteen children. Her father died of Huntingdon's Disease. This is an inherited disease where children have a fifty-fifty chance of inheriting the gene which carries the disease. She has inherited the gene and will eventually lose control of the nerves, requiring that she be confined to a wheelchair. She and her husband have two lovely children. They live on public assistance. The boy has either a psychological

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or physical condition where he is unable to control his bowel movements. There are tremendous needs for health as well as nutritional information for this family. (The boy's bowel problem may be related to fiber intake.) However, moral and ethical issues also are involved in the health information.

Quality education is a must if rural communities are to break the cycle of poverty. This next family has two parents, both of whom were in special education in high school. They live on public assistance and the odds jobs that dad gets around town. The baby was identified by the doctor, neighbors, and the grandparents as a child that was starving and consequently was removed from the home by Children and Youth Services. The extension office was called because of our federally funded Expanded Foods and Nutrition Education Program as well as our information on Family Strengths dealing with parenting. The case worker from C & Y Services indicated that the situation was not intentional, but rather ignorance on the part of the parents. This couple had lived with the mother's parents until three months earlier.

In the course of our visits to the home we saw: garbage piled outside the trailer, food from breakfast and lunch left uncovered on the table in late afternoon, fly strips (which had been supplied by the nutrition advisor) covered with flies and numerous flies swarming around the baby which had coughed up and neither parent made a move to clean up the mess. The mother was able to read directions but seems unable to know how to follow directions in mixing the baby's formula. When asked what the baby was eating for supper, the mother responded proudly that she was crumbling chocolate cake and mixing it with the baby's formula.

Meanwhile, the child 18 month old had not learned to speak any words and was still using a baby bottle. (One of the big problems with preschool children is the loss of teeth from babies being put to bed with milk in their bottles.) The trailer had no bright colors for stimulation, the beds had no sheets. In all the times we visited the parents rarely spoke to the children. The mother would leave at 11:00 p.m. in search of more exciting activities often taking the children with her. There were no set times for feeding, bedtime, etc. Information was needed on all aspects of parenting and child development. The parent's own needs took priority over any needs of the children. This total lack of regard concerning raising children is frightening.

It produces children who lack trust, security, love, and a positive self-concept. Many families need information on child development, communication skills, and other family education but don't realize enough to even seek help. The attitude that one does what one parents did is generally accepted. The fact that parenting skills can be improved is not valued. On the other hand, families who know they need information resist attending programs where other people they know may think that they need help.

Other attitudes extension has encountered are:

- "Your just trying to stir up trouble" when information is presented about environment issues such as radon in the home or the need for water quality.
- "I've drunk it all my life" when it is indicated that spring water may be contaminated with bacteria.
- "If it was good enough for me, it is good enough for my child" when trying to make changes in the ways people raise children or encouraging quality education.

Rural America has poverty, isolation, inadequate services, and inequality. Thus, when problems do exist, they can remain hidden and private. Clarion County has many families living in cars or tents, but not many residents even know this exists. Because of the isolation, poverty, and lack of services, the need for information is great.

Most of us would agree that the ultimate goal of providing information is for the information to be used to make changes in people's lives. That is, information is not useful if it sits somewhere untouched. As providers of information to rural areas it is important that we understand what families are like. The amount of information provided and the framework of the person receiving the information influences its use. It seems to me that often we start feeding information without really understanding the rural attitudes and perceptions of those we are trying to reach.

In summary, information needs for rural families include not only cognitive information but attention to the attitudes of the rural population. In order for information delivery systems to be effective, they must consider the nature of the rural community and person. Rural families, in my view, need information about parenting, nutrition, water quality, family living, family economics,

environment issues, health care, services available, job skills, money management, communication techniques, housing standards, and processes for making changes in government regulations. Most of these needs are reflected in the National initiatives for the Cooperative Extension Service presented by Mr. Fowler. Family and economic well-being include family financial instability, children at risk, vulnerable youth, family disruption and dislocation, responsibility for dependent elderly. The national initiative for improving nutrition, diet and health includes dietary practices related to lifestyle factors and health as well as confidence in the safety, quality, and composition of food supply. (USDA, 1988)

As we provide information to rural communities, it is important that we consider whose needs we are trying to meet. Methods of delivery are another link in reaching the people most in need of information. Also significant is the acceptance and use of new technologies as well as the current values and beliefs that families in the communities hold. These last two factors will influence how information ultimately is used.

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## RURAL INFORMATION NEEDS AS SEEN BY:

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Pennsylvania Economic
Development Financing Authority

Adlai Stevenson, a number of years back was giving a talk in an auditorium. He was walking along with a friend, and he wasn't too well prepared. He turned to the friend and said, "I can hardly wait to hear what I have to say." I am in that situation also. I have heard a lot this morning about industrial development. It is a very crucial thing of interest to me. About a month ago, I was at home eating dinner, a rare occasion. My wife and I were talking. I said, "Bernie Vavrek has asked me to be at the rural leadership meeting at the Holiday Inn. I think it has to do with libraries. I can't imagine why he would want me there?" My wife, being a city girl, said "I don't know anyone more rural than you are!" And that is true.

Two miles south of here on route 68 is the Weaver family farm. I was raised in this county, in the thirties, on the family farm. There were seven children. It was a way of life. We didn't have electricity until 1948. That might explain the size of the family. In those days, that's all we knew. We farmed. We would go to Clarion. That was a rare treat to go to Clarion on a Saturday--maybe once a month. We would go to church every Sunday. That is what we knew, in that era, in that time.

I would like to go back--back to the eighteen hundreds. I would like to tell you a little bit about the history of this area. Clarion County, Northwestern Pennsylvania, helped feed the crucible of this United States. Naturally, the crucible was Pittsburgh. We sent iron ore; we sent lumber; we sent limestone; we sent coal by the Clarion River to the Allegheny River to Pittsburgh. This area was very prevalent in those days. That's what made this country and this area grow--the lumber, coal, limestone, and so on.

In 1900, that's what we still did. In 1900, we had 2200 farms in Clarion County--2200 family farms. We had limestone mines and coal mines and glass factories. I have to tell you the truth, in 1960 we still had that. The farms

started to decrease. We still had the glass factories, and we still had the brick factories, the clay, and so on. I think the reason the farms started to decrease is many parents worked hard to educate their kids, and the kids went away to school. They found out there was an awful easier way to make a living than farming.

The area has changed. In recent years our manufacturing sources are drying up. The glass industry–we use to have four glass factories in Clarion County. We have one right now. The coal business was the backbone of our economy of the 70s. We had probably about 30 coal mining firms in Clarion County in that era. We are down to about five. C and K was the largest producer of coal in the 70s–up to 6 million tons a year. We're down to 2 1/2 million tons.

So we have been hard hit in those areas. You may say, "well, why hasn't something been done to bring more industry in? Well, you have to look at the history of our area. I remember Interstate 80 when it opened here in 1968. To one of our county commissioners, I was commenting about what a nice thing it was. He said, "Well, you know people don't seem to understand it. We're taking a swath right through the heartland of Clarion County, 360 feet wide. Look at all the farmland we are losing. Particularly, all the tax base we're losing." Little did he realize that the tax base would be greatly increased and enhanced by the five interchanges that were put along the interstate. You can't condemn the gentleman for that. That's the way he thought.

Advancement has come slow to the rural area. Sometimes, as you grow older, you're a little more conservative. The interstate system had helped our area a lot.

One of the other things that has helped our area and kept our economy kind of solid is the Clarion University. Back in 1957, we probably had about 600 students here. We now have 6,000 students. As a matter of fact, its the biggest payroll in Clarion County. It's somewhere around $25 million. So not only the payroll but the expertise of these people, like Professor Vavrek, help our community. It's a real plus for us. We are mighty glad to have them. We are very fortunate to have them.

As far as looking at industrial development from a government standpoint, it wasn't until 1980 that the government, the county commissioners, decided

that we needed to do something a little more positive. And in that year, they established an industrial development authority. They hired a director and it's been moving forward ever since.

The reason that I'm here to speak today is that I'm a member of PEDFA Board of Directors. It's newly formed financing plan for the industrial development of Pennsylvania. I have packets out on the counter if you would like to take one, you're welcome to it. What it does is kind of replaces the IR, Industrial Revenue Bond and Mortgage program, that has been in effect for many years. As a matter of fact, Pennsylvania has been one of the benefactors of that. Because of recent tax changes, that's no longer a feasible program.

Governor Casey, David Wright said, has established this program to finance industry throughout the Commonwealth. One of the other things the Governor has done, that David (Wright said, is Pennvest, which is a very important thing for rural Pennsylvania, because sewage, water are real problems in Western Pennsylvania. I think that we have the tools to do things. We have been a little slow in moving forward, but I think we are going to have to go out and recruit industry. We can do that. We now have the tools to do that.

# THE ROLE OF THE NATIONAL AGRICULTURAL LIBRARY

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National Agricultural Library
Beltsville, Maryland

Today, I would like to take a few minutes to speak to you about the National Agricultural Library–about its scope, its responsibilities, its programs, etc., as well as some of our exciting new projects that are underway. Some of these new technologies already have had or will have an impact on all of our futures.

There are three national libraries: The National Agricultural Library for agricultural information, containing almost 2 million volumes, the National Library of Medicine (NLM) for medical information containing 1.7 million volumes, and the Library of Congress (LC) containing 20.1 million volumes covering all other subjects. We have quite different programs, report to different bosses, and cooperation among the three is carried out informally.

The National Agricultural Library services as the Nation's chief agricultural library information resource and service. It facilitates access to and utilization of needed information in any medium by agricultural researchers, regulators, educators, and extension personnel; those employed in agriculture; those living in rural areas and communities; consumers of agricultural products; and the public at large insofar as they need agricultural information.

NAL serves as the library of the United States Department of Agriculture (USDA), as well as the national library for the United States for agricultural information. Our chief constituents, other than USDA, are the libraries of land-grant universities throughout the 50 states who have strong agricultural programs. The libraries work closely together and NAL does assume some coordinating responsibilities, but our relationships are completely voluntary.

In addition, we serve anyone else in the nation and indeed the rest of the world who has a need for information. Except for USDA personnel, we serve all others, generally speaking, as a library of last resort, i.e., NAL provides information to patrons who have been unable to find that information in their own state or country. For instance, if a farmer in Texas needs information on

rice farming, we encourage him to use his local library first. If the information is not available locally, then the local library seeks the information from other libraries in the state or region. If not available there, then NAL will try to provide it.

Our collection of almost 2 million volumes represents materials from all countries and all languages. Approximately 40 percent are in a foreign language. Our acquisitions budget for fiscal year 1988 is $1,395,200 and in addition to our ongoing periodical and serial subscriptions, we purchase approximately 15,000 titles every year. We also get agricultural materials by transfer from the Library of Congress as a result of the copyright law, as well as through LC's extensive exchange program.

Through gifts and exchanges of USDA publications with agricultural institutions throughout the world, we receive approximately 27,000 titles annually. As you can see this is a very important source of material for us.

One of our most important products is our machine-readable bibliographic data base called AGRICOLA. The data base includes 2,400,000 entries. Approximately 10 percent are cataloging records and 90 percent indexing records. These records are all produced following national standards. The AGRICOLA data base is available for purchase at a reasonable cost. It is available in several ways:

1. Machine-readable tape.
2. The U.S. portion is sent to FAO and becomes part of AGRIS.
3. Paper form in the Bibliography of Agriculture published by Oryx Press.
4. On-line via DIALOG, BRS, and DIMDI. OCLC has the cataloging portion on-line.
5. CD-ROM by both Silver Platter and OCLC.

In the past, NAL has been cataloging and indexing in many languages from many countries. We firmly believe in AGRIS and its principle of cooperation among nations whereby each country catalogs and indexes its own publications. To this end, NAL has adopted a plan whereby the highest priority will be placed on U.S. publications. We will be systematically reducing our coverage of foreign titles already indexed elsewhere.

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Having one of the world's greatest collections of agricultural information, we feel that it is our responsibility to make it available for use throughout the U.S., as well as the rest of the world through interlibrary loan which, in our case, consists mainly of providing photocopies. Unfortunately, we are unable to provide this service at no cost. We must charge on a cost reimbursable basis. In 1987, we provided 21,896 interlibrary loan requests. We participate in the OCLC interlibrary loan system which allows requests be received electronically. Our turn-around time for most requests is 24 hours.

NAL has two programs going that will help the U.S. concerning cooperation in cataloging:

One program concerns state agricultural publications. Agricultural publications published in the 50 states by state extension and experiment stations are an important source of agricultural information. The acquisitions, cataloging, and indexing of these has not been comprehensive. NAL, with the help of some of the libraries in the land-grant institutions, are making a concerted effort to implement a national plan to assure comprehensive coverage of these materials and the subsequent entry into the AGRICOLA data base.

The other program is cooperative cataloging. NAL has established a network of libraries to participate in a cooperative cataloging project of agriculture monographs using OCLC as the host bibliographic utility. The goal is to catalog cooperatively monographic titles following national standards so that all other institutions can make use of standard records without having to do their own cataloging.

What I have discussed so far can fit into traditional library services and it is important that we not lose sight of the fact that all of us have a lot more to do before we reach our goal. However, I think it is important for us to think of the future and what technology will do to change our libraries and service to those needing information.

NAL is currently engaging in the development, demonstration, and early application of a number of advanced information technologies. An example is a 12-inch laser disc. In addition, it has the text of 12 other books. It will hold approximately 800,000,000 bytes of information and approximately 200,000 pages of text. An example is our laser II disc which has 13 books on it.

Another technology that is equally exciting is the 5-1/2 inch CD-ROM which will hold approximately 500,000,000 bytes of information or approximately 125,000 pages of text. One is able to search under any term one needs as long as necessary and not have to pay the telecommunications charges as we at NAL do now.

The laser disc technology has been shown to be very effective for instruction and training. NAL, working with the University of Maryland (University College, Center for Instructional Design and Evaluation), has designed and produced a system using a computer coupled with laser videodisc to provide instruction in the searching of the AGRICOLA data base. It incorporates text, graphics, moving pictures, animation, and sound. It is a stand-alone system, for one-on-one use, or it can be used to assist an instructor with a group. Such instructional systems have been demonstrated in some situatibns to result in student test scores higher than from typical classroom instruction. The advantage is in the direct user interaction with and control of the system, and in the visual interest and clarity of motion and still pictures and graphics. Instruction for familiarization, for the beginner and for the expert is all included.

Extension Service, together with several land-grant universities, has established an interactive video extension network which merges the microcomputer and videodisc technologies.

NAL's Special Collections has recently completed a 12-inch optical laser disc containing 34,000 pictures from the USDA Forest Service Historical Photograph Collection. The collection contains photographic documentation on the westward movement in America–farmers, foresters, miners, cowboys, Indians, scientists, and many others. Work on this photo project was accomplished in partnership with the Non-Print Media Branch of the University of Maryland Library.

The disc contains over 34,000 still photos spanning 69 general subject chapters. Also, a computer-based, menu-drive, word searchable data base register for the laser disc (on several high-density 5-1/4 inch floppy disks) is part of the package.

The staff at the National Agricultural Library are also creating small-scale microcomputer systems to mimic advisory work done by human experts, in this

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case subject specialists and reference librarians. These systems guide users to appropriate references–books, articles, laws, etc.–or in some instances, to the answers to specific questions. Expert advisory systems free the professional staff for more complex tasks.

In the "advisor" mode, they allow the user to make selections based on a series of questions; according to the selections made, the user is directed to appropriate information sources. Linkage to external on-line and CD-ROM databases is also possible.

NAL and over 40 land-grant libraries have entered into a cooperative project to test a new method of capturing full-text and images in digital format for publication on CD-ROM laser discs. Nancy L. Eaton, Director of Libraries, University of Vermont, is the project manager.

Much of the U.S. and world literature of agricultural research and application remains difficult to access because of the cost of in-depth indexing and/or abstracting by humans. Much of that same literature is subject to eventual disappearance because of the disintegration of the acidic paper on which it appears.

The scanning equipment has been installed at the National Agricultural Library, where scanning of selected agricultural collections is taking place. The microcomputer/CD-ROM workstations, search software, and collections on CD-ROM discs of the selected agricultural information will be field tested by participating land-grant libraries.

The National Agricultural Library is developing an electronic bulletin board system (BBS) to provide a convenient, economical tool for electronically communicating information about the NAL, its products and services, and for exchanging agricultural information resources among agricultural libraries, information centers, and other users on a national level.

The BBS is open to all those with an interest in agriculture. It is available 24 hours per day, 7 days a week. To reach NAL's BBS callers need a computer terminal computer, a modem, and communications software. The telephone number is (301) 344-8510. The caller's communications software should be set at 300, 1200, or 2400 baud, full duplex, no parity, 8 data bits, and 1 stop bit.

The computer software used for NAL's Bulletin Board is called Remote Bulletin Board System for Personal Computers (RBBS-PC). RBBS-PC is

menu-driven and runs on IBM personal computers and compatibles. It is distributed by the Capital PC Users Group as shareware which means that it can be passed along at no charge if it is not altered.

The Bulletin Board supports three basic types of communication:

- Bulletins - Contain information about library hours, policies, services, contacts, and other reference materials of general interest such as lists of available publications, calendar of events, training workshops, etc.
- Messages/Conferences - Allow participants to exchange messages either publicly or privately without coming together in time or space. Conferencing (not currently in operation) enables caller to gain access to different special interest group discussions.
- File Transfer - Used for exchanging programs and text files. By "downloading" or "uploading" files callers can share public domain programs and information products.

For libraries, bulletin board technology provides a way of increasing services to library users, improving communications among librarians, and expanding public access to the library beyond traditional boundaries. NAL hopes to take full advantage of this technology to deliver information to its users.

Another important push concerns information centers. Robyn Frank is here to day to tell you about this initiative.

We are anxious to tell you about the blossoming (even if slowly) Rural Information Center. While its beginnings are hampered by a small budget, we are optimistic about its future. My colleague Pat John is here to tell you about this important center.

# INFORMATION CENTERS AT NAL

Robyn C. Frank, Head
Information Centers Branch
National Agricultural Library

Information Centers first appeared at the National Agricultural Library (NAL) in 1971 when the Food and Nutrition Service of USDA transferred funds to NAL to establish the Food and Nutrition Information Center. To date, there are 12 specialized information centers designed to focus on areas of great interest to the U.S. Department of Agriculture, the Congress, and the public.

Current centers focus on agricultural trade and marketing; alternative farming systems (low-input agriculture, organic farming, alternative crops); animal welfare (focuses on six species of animals used in biomedical research); aquaculture; biotechnology; critical agricultural materials (new crops or new uses for old crops that can produce vital industrial materials such as oils, paper and rubber where the U.S. currently depends on imports); family; fiber and textiles; food and nutrition, food irradiation; horticulture; and rural development.

The 1982 Assessment of the National Agricultural Library--Final Report to the Secretary cited the need for NAL to provide in-depth coverage of specific topics such as that done by the Food and Nutrition Information Center. Information centers build on what NAL already does as well as provide enhanced services to current clientele and develop new service relationships with the public and private sectors.

Factors affecting the determination of subjects covered by information centers include: (1) Congressional mandate (i.e. FNIC; Aquaculture; Animal Welfare); (2) priorities within USDA (i.e. Agricultural Trade and Marketing; Biotechnology); (3) availability of subject expertise on the NAL staff (i.e. Fiber and Textiles; Food Irradiation; and (4) financial support and interest by business and professional organizations in agriculture and related fields (i.e. horticulture). Several of the centers were established by more than one of the above factors.

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A distinctive characteristic of an information center is that it takes a proactive approach to identifying and developing cooperative external relationships and establishing dissemination networks.

Information Center staff are responsible for seven major activities: (1) Reference; (2) Collection development; (3) Publications; (4) Coordination; (5) Outreach; (6) Dissemination; and, (7) New technology. Reference work includes answering specific questions, performing literature or other database searches, and referring persons to other organizations or individuals. Each Center has a budget for acquiring books and other monographic materials for the NAL collection and the AGRICOLA database. Center staff are responsible for producing bibliographies, special reference briefs, and other information products focusing on their area of expertise. A few centers have established their own series (i.e. Aquatopics; FNIC Pathfinders, etc). Communication and coordination within USDA and with other public and private organizations is a high priority for each Center.

Outreach activities are characterized by exhibits, speeches and demonstrations related to the Center. Dissemination networks are established through the public and private sector. For example, FNIC has several different dissemination systems including state representatives of the American School Food Service Association, State nutrition educators for the Supplemental Feeding Program for Women, Infants, and Children (WIC), State Coordinators of the Nutrition Education and Training Program, and state school nurse liaisons.

Whenever possible, Center staff explore the utilization of new information technology in providing information in their subject area. Two prototype expert advisory systems have been developed on aquaculture and human nutrition. Selected aquaculture materials will be the first to be put onto CD-ROM in NAL's text digitizing project. All centers are expected to be active participants in NAL's new electronic bulletin board. In addition, FNIC serves as a national demonstration center for food and nutrition microcomputer software.

Information centers are staffed by technical information specialists or librarians with appropriate subject matter background. For example, FNIC is staffed by Registered Dietitians who have a Masters degree in either nutrition or public health. Center staff need to be creative individuals who can identify

new ways to do things. They must be flexible and open to new ideas or approaches. Good management skills are essential.

The newest information center at NAL is the Rural Information Center (RIC). This center has its roots in the 1981 amendments to the 1972 Rural Development Act (7 U.S.C. 2661 et seq). This legislation states that the Secretary of Agriculture has responsibility for rural development activities in America.

In 1984, the National Commission on Libraries and Information Science (NCLIS) established a task force and study group to look into the feasibility of establishing a National Advisory Board on Rural Information Needs (NABRIN). NABRIN was envisioned by NCLIS to focus on providing better library and information services to local governments, community institutions and businesses, and the individual citizen in rural areas. The NABRIN Task Force and Study Group recommended that a National Advisory Board on Rural Information Needs be established within the U.S. Department of Agriculture. Unfortunately this recommendation came at a time when the Office of Management and Budget did not look favorably at the establishment of new advisory boards so no further action was taken.

Within USDA, however, it was determined that NAL would have the responsibility for providing information services to rural America. At the time it was proposed that NAL and Extension jointly fund a position to carry out this mandate. Unfortunately funding was not provided to either agency to support this information activity likewise resulting in no further action.

The issue of NAL providing information services to Rural America surfaced again in 1987 when the Congress asked the Department to come up with a plan to address the needs of rural populations. Deputy Secretary Peter Myers announced USDA's 6-point Rural Regeneration Initiative to Congress. One of the 6 steps included the establishment of an information clearinghouse at NAL with a 800 telephone number. NAL would provide up-to-date information to rural community officials about federal programs available to them.

RIC came into being shortly after the Deputy Secretary made this announcement. NAL began planning how they would staff and operate an 800 "hotline." Once Extension heard of our charge, they said that they wanted to

be involved. This resulted in a joint cooperative effort that distinguishes RIC from other information centers.

It was quickly agreed that RIC would not have an 800 "hotline." Instead local officials would be directed to their local extension office to gain access to RIC. Local extension would work closely with the State Extension office before contacting RIC. Thus, RIC would be closely tied into the Extension network.

Under RIC, NAL would be responsible for the staffing, daily operation, collection development, and publications of the Center. Extension would provide the research linkages, extension network, and technical expertise.

Funding and staffing for RIC in FY 1987 and 1988 were jointly provided by Extension and NAL. A proposal for funding RIC is included in the FY 1989 budget. Once the funding is approved, Extension will no longer provide additional monetary support directly to RIC but they will continue to be involved in planning, policy, and coordination activities.

In addition to working closely with Extension, RIC has initiated several other new partnerships. NAL has begun working with the Center for Rural Librarianship of Clarion University of Pennsylvania. One example of this new relationship is that NAL is cosponsoring this conference. NAL is also providing intern opportunities for Clarion graduate library students.

Another important NAL initiative involves working with the Rural Library Services Committee, Small and Medium Sized Libraries Section, Public Library Association, American Library Association. Pat John, RIC Coordinator, will be giving a presentation on RIC at their annual meeting in July. Several meetings have been held with various representatives of this organization to explore ways in which RIC should tie into the public library network. It has been suggested that the state librarians be the primary initial contact. NAL looks forward to serving as a backup resource for rural libraries on issues such as rural economic development.

Historically there have been turf problems between Extension and libraries at all levels--federal, state, and local on providing information to the public. Unfortunately, many of the issues reflect a basic misunderstanding of the roles each institution plays.

In actuality librarians and extension personnel have special expertise that compliments one another. While librarians are experts at being able to identify

and provide published information regardless of format, extension personnel have the expertise to take that information and apply its findings in solving specific problems. Both of these organizations prefer to utilize their networks at the local, state, and finally national levels.

Training is needed for both librarians and extension personnel to communicate the need for cooperative relationships especially in rural areas. There are a few success stories such as the Intermountain Community Learning and Information Services project funded by the W. K. Kellogg Foundation. The Rural Library Services Committee is interested in working with NAL on writing a grant proposal for developing a training program that would foster more widespread cooperation.

For more detailed information on RIC, I will turn the program over to Pat John, RIC Coordinator.

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# THE RURAL INFORMATION CENTER

Patricia La Caille John
Coordinator
Rural Information Center

In April 1987 Congress proposed in House Resolution 2026 that USDA establish a National Rural Assistance Information Clearinghouse at the National Agricultural Library. The purpose of the clearinghouse would be to maintain a funding inventory of federal, state, local government and private assistance programs and services available to rural areas and to provide this information on request to local officials and leaders. The clearinghouse would serve as a mechanism for officials and leaders of small rural communities to have rapid and direct access to current information on funding programs to help them stimulate depressed economies. The service would link local officials with the appropriate federal program of funding source and eliminate the often difficult and time consuming effort required to track down this information. The clearinghouse would focus on programs, including, but not limited to, job training, education, health care, economic development assistance, and emotional and financial counseling.

In May 1987, the month following this congressional proposal, USDA Deputy Secretary Peter Myers testified before the Conservation Credit and Rural Development Subcommittee of the House Agriculture Committee on the subject of rural development. He reemphasized USDA's commitment to rebuild rural America and outlined USDA's new rural development policy in a six-point rural regeneration initiative. The six-point plan emphasized information and areas of endeavor in which the accessibility and delivery of current information is essential–education, technical assistance, and research–and, equally important, close coordination, the one factor necessary to insure the success of the entire plan.

Deputy Secretary Myers informed Congress that, as the third point in USDA's rural initiative plan, USDA was establishing an information clearinghouse at the National Agricultural Library. The concept of RIC broadened as more USDA officials and agencies became involved in the

planning process. Within two months the idea, which had originally started out as an inventory clearinghouse of funding program information, was envisioned as a full-fledged information center.

RIC's mission and goals have been evolving for a year since Deputy Secretary Myers first proposed RIC's implementation to Congress last May and officially inaugurated RIC with two inquiry telephone calls from local officials in Missouri and Georgia on September 3, 1987.

RIC's role has steadily evolved as more parties, namely NAL and Extension, became involved in the planning process. The idea of combining the Extension Service's nationwide technical subject expertise and educational network with NAL's national informational network in the RIC project resulted in an invaluable and natural merger. Of equal importance was the decision to locate RIC at NAL. RIC is the twelfth specialized information center to be developed at the library in sixteen years. NAL's experience and information expertise are also invaluable to the success of the project. In addition, NAL, with its two million volumes, has the largest agricultural collection in the free world.

Both agencies are working together closely for one goal: to meet rural information requirements by placing the best information available in the hands of public officials and community leaders responsible for implementing rural development programs. The accomplishment of this goal by the RIC staff will play an important role in assisting local officials to make the best informed decisions on rural issues impacting their communities.

RIC's role will continue to evolve due to its special audience and joint agency sponsorship. RIC is unique among NAL's twelve information centers for four reasons:

First, Congress suggested the establishment of RIC to meet a pressing national economic and social crisis.

Second, the RIC concept quickly generated wide support and interest throughout USDA, Cooperative Extension, and other federal and state agencies.

Third, RIC is the first USDA information center to originate as a joint agency project. The success of RIC depends on continued close cooperation between the Extension and NAL networks. This project will serve as a prototype of what can be accomplished through such a focused effort. RIC has served to education both NAL and Extension participants about each other.

Fourth, RIC is unique from the other NAL information centers in that its targeted end-users are local officials and citizens--not scientists and federal officials. The thrust of its information is economic development rather than production agriculture.

The local government official is able to access RIC through Extension's network of county and state offices. RIC staff responds by sending the requested information to the Extension agent for further analysis, interpretation, and consultation with the requesting local official. RIC staff find it motivating to be serving a grass roots audience and knowing that the results of their efforts will help rural communities provide essential government services and develop valuable economic programs.

RIC provides an information and referral service to its users. The Center serves as a mechanism to accumulate and disseminate information regarding economic and social policies, community economic revitalization, alternative income opportunities, community and public services, local leadership development and training, human capital development, maintenance of the quality of life, and other vital issues impacting rural America.

Although this is indeed a tall order, RIC staff can draw upon NAL's large collection of books, journals, instructional materials, computer software, and audiovisual materials. An even greater resource for RIC users is the center's access to over 300 specialized on-line subject databases. RIC uses the services of several online vendors to respond to the varied questions received. RIC has utilized over 60 unique databases in providing information and contact referrals to these inquiries. The databases cover subjects ranging from congressional bills to environmental issues to health care and rural educational issues, to mention a few. RIC can respond with pertinent information on nearly any inquiry from one or more of these databases.

RIC uses several online vendor services providing access to over 300 specialized subject databases. The DIALOG service provides RIC with access to specialized subject databases. The DIALOG service provides RIC with access to nearly 300 different subject databases containing over 20 million records. An appropriate DIALOG file can be identified for nearly every request RIC receives. DIALOG files contain bibliographic citations to all types of international literature and audiovisuals. In addition, it also contains files with

case studies, abstracts, and full-texts of documents. The RIC staff provides the more comprehensive text record information whenever possible.

Another useful online database service is LOGIN, or Local Government Information Network, maintained by Control Data Corporation. LOGIN contains text records of 50 to 500 words each on problems encountered by local governments in such areas as economic development, housing, financial management, and services. LOGIN records include case studies and provide the name and phone numbers of key contact individuals or organizations, information on training courses, and resource materials, and the status of research projects. In addition, LOGIN provides a unique service in that its users can input questions to the system and see if another user responds with information on similar experiences to aid them in resolving their inquiry.

The NAB Clearinghouse Database, maintained by the National Alliance of Business in Washington, is a similar service to LOGIN. NAB records contain information on programs and resources on public/private partnerships in economic development, job training, worker dislocation, community economic development, and related areas. The NAB file contains records with bibliographic citations and summaries of policy reports and publications in addition to program and project profiles, program models, and key individual and organization contacts and services.

RIC also utilizes the federal database, FAPRS, or the Federal Assistance Programs Retrieval System. The General Services Administration in Washington maintains this system; it provides online access to more than 1,000 Federal Assistance loans, grants, and technical assistance programs. FAPRS is a full-test database which allow the searcher to define and narrow the search to the who, what, and where of each funding program, such as who is eligible (state or local government); what type of assistance (grants or loans); what program objective (such as to provide low-income individuals with self-help housing efforts in rural areas); what Federal agency is the source of funding; what is the application procedure; and who is the program contact.

The cost of creating and maintaining such a vast array of these highly technical databases is expensive. Some of the DIALOG files cost $300.00 per hour access time. So far we have not had to use this group, but RIC uses several databases which cost more than $100.00 per hour to use. Therefore,

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online searchers receive specialized training to sharpen searching skills and speed. In addition, a searcher first works out the strategy manually before going online and incurring charges. Due to the expense of some of the DIALOG files, the vendor provides the user with an online capability to use a designated low cost file to test the search strategy in several subject-related databases to select the best ones before executing the actual search.

Online searchers are also faced with the problem that all online vendor services utilize a different command language. This requires that the staff be familiar with several different vendor searching modes. This problem affects a searcher in even as simple a procedure as exiting a database. All of us have experienced the frustration of trying to end our search and having a momentary mental lapse by not remembering the correct exit command, and then keying every logoff sequence which comes to mind--"QUIT," LOGOFF," "EXIT," "BYE," "GOOD-BY," etc.,--before accidentally inputing the correct one.

One of our current plans is to add a gateway software system and network all RIC computers. This gateway system will function as a front-end translator, vendors' databases. A project to include the design of customized input screens to replace our present paper request form is currently underway; the staff will use the screens to log-in online each telephone or mail request. RIC will be able to build a valuable database for analyzing and identifying trends and preparing statistical reports on who is submitting requests, from where, and asking what. Such data will be available for trend analysis and be invaluable to Extension and RIC for planning purposes.

Six states participated in a test pilot project conducted from January through April of this year--Georgia, Iowa, Illinois, Missouri, New Mexico, and Vermont. Once each pilot state selected its RIC State Coordinator, the coordinators spent a few days at the center to receive a general orientation in RIC activities and services.

Two general trends have emerged from the pilot. First, the State Coordinators decided to monitor the questions and activity personally by either funneling the questions through themselves or designating a network with access points directly accessing RIC. Second, RIC staff soon discovered that it took the state coordinators about two months to get the pilot network set up in their individual states. Therefore, RIC expects to see only about one or two

months of pilot data in addition to four months of pre-pilot data before proceeding with the national implementation stage in the next few weeks.

An analysis of RIC requests and users since its implementation last fall so far has revealed the expected data. Four broad subject areas comprise the USDA rural revitalization initiative: economic viability; local government services; quality of life and natural resources; and leadership and community change. So far 85-90% of all questions RIC is receiving deal with local government services and economic development programs. While approximately 65% deal strictly with economic development, most of those on local government services are also economic in nature--questions on government or private funding sources and lower cost alternatives to essential government services.

Presently 50% of RIC users are either county, state, or Federal Extension with an additional 20% comprising state and federal officials and community economic development organizations. Although RIC has not been nationally promoted to date, 42 states and the District of Columbia have already discovered and requested RIC services. RIC services were not promoted extensively since it started operating on a limited basis in September to allow time to implement the center and hire and train staff. Therefore, RIC's principle users are the District, the six pilot states, and the nearby states of Maryland, Virginia, Pennsylvania, and New York who have been more likely to hear about RIC services from local newsletters and users.

During this start-up phase the RIC staff has been able to prepare numerous publications and order off-line subject print-outs generated from the varied requests received; RIC staff have prepared over 50 such products available to users upon request.

Future RIC plans include: enhancing the NAL collection in rural information areas; adding online records of these new items to NAL's online database, AGRICOLA; and establishing a network of RIC State Rural Library Coordinators similar to the RIC Extension Coordinator network. NAL plans to ask each state library to designate a staff member as the coordinator to work with the RIC Extension Coordinator by providing resource materials identified by RIC in its response to requests.

As USDA's first jointly sponsored information center, RIC is already serving as a federal example that a close working interagency relationship can

successfully combine the valuable information and human resource networks of NAL and the Extension Service. The USDA staff working on the national implementation are very enthusiastic about RIC's potential role in providing information to aid rural leaders and local, state, and federal officials responsible for implementing rural development programs.

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# OCLC AND RURAL LIBRARY SERVICE

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According to the printed program, I have been given the charge to talk about the role of OCLC as it relates to technology and the rural American. As a person with an especially modest technical background I find the topic, put in those terms, to be somewhat intimidating. Aside from the intimidation, I am not sure it adequately describes what I would really like to cover during our session today. So, with Bernard's indulgence, I would like to restate the topic in another, perhaps more direct (and for me, a more simplified) way. This restatement is as follows: "How OCLC Can Assist Rural Libraries in Meeting the Information Needs of Rural Americans." This change is made to reflect the fact that I will be talking more about library service and service enhancements than I will about technology–considerably more. Just as the telephone, the typewriter, the copy machine, and the microfilm reader are tools which enhance service and productivity, the computer is another tool to be used in the same way for the same purpose. If I leave you with anything today, it will be the thought that the primary concern of libraries should be library service and how to best provide that service. Technology would be viewed as a tool only to be used if it makes a job easier, better, less costly, or ideally, all three.

Before going on, I thought it might be helpful to say just a few words about my background, only because it may have some relevance to the topic at hand. I am a professional librarian with a degree in library science from the University of Michigan. During my career, which began about 1960, I have worked in two state library agencies, in Michigan and Connecticut; and in two county libraries, the Wayne County Federated Library System in Michigan and the Contra Costa County Library System in California. Early on in my career I worked at the Detroit Public Library. The two county library systems were interesting because they both had service areas which included the full range of types of communities, including highly urban, industrial blue-collar,

upper-income white-collar, and rural agricultural areas. While working at the two state libraries, I spent my time working with all areas of the state, again encompassing the same types of communities noted in the county systems. The ran the gamut from the densely populated industrial urban area to the isolated farm community.

During this time I learned one of those basic rules of librarianship which I have kept firmly in mind. All people, no matter what their economic condition, their geographic location, their career or profession, their educational level or their cultural background, have a need for information and library service. There is nothing inherent in a person's living place which makes him any less in need of information.

Working at the state level provides a good vantage point to gain a fuller understanding not only of the consistency in the need for good library and information services, but also the recognition of the widely disparate library service available to the people of the United States. Unfortunately, those areas of greatest need are often those areas with the least amount of service. This can be equally true in large city neighborhoods and in rural communities. In many instances, this is a condition caused by insufficient funds to finance adequate library service. One way, but not the only way, to alleviate this condition is to make appropriate use of technology. OCLC can help in this process.

I thought it might be helpful to begin by providing an overview of OCLC, including some historical background, structure, and an overview of services. I will then relate this to rural libraries and how rural libraries can better meet the needs of their users with the assistance of OCLC services. Because I think it is easier to deal with questions at the time the issue comes up, feel free to interrupt me at any point.

OCLC began life as the Ohio College Library Center in 1967 when Frederick Kilgour, the founder, and a secretary occupied a single room on the third floor of the Ohio State University Library. It began because a group of Ohio college presidents were concerned about the continuously growing volume of publications received and the same number of staff to handle them. More and more items were being added to the libraries with the same amount of cataloging output. This was causing serious and growing backlogs in technical

service departments. The backlogs were causing public service problems for the libraries. Fred Kilgour proposed that the Ohio colleges band together to do their cataloging electronically with the machine-readable tapes being issued by the Library of Congress. The objective of the college presidents who initiated OCLC was to increase the availability of academic library resources throughout Ohio while slowing the rate of increase of library expenditures. In the beginning OCLC was an intro-state network composed of 54 Ohio academic libraries.

Since 1967, OCLC has grown to become an international network with over 6,000 member libraries, of all sizes and types, world-wide. Throughout the twenty years since it began, OCLC has adhered closely to its original objectives.

It may be useful at this point to read with you the statement of purpose from the OCLC Amended Articles of Incorporation adopted in 1981:

> The purpose or purposes for which this corporation is formed are to establish, maintain, and operate a computerized library network and to promote the evolution of library use, of libraries themselves, and of librarianship, and to provide processes and products for the benefit of library users and libraries, including such objectives as increasing availability of library resources to individual library patrons and reducing the rate of rise of library per-unit costs all for the fundamental purpose of furthering ease of access to and use of the ever expanding body of worldwide scientific, literary, and educational knowledge and information.

I would stress the final two lines of the statement which give as the fundamental purpose the furtherance of ease of access to and use of the expanding body of knowledge and information. This is another of those basic statements which should be considered as a basic tenet of librarianship.

Now, just a few words about the legal, financial, and organizational structure of OCLC. OCLC is a non-profit membership organization. In its early, formative years it received a number of grants to get off the ground. Although it still receives grants for various special activities, including research projects, its primary source of operating funds now comes from fees for the products and services provided to member libraries. It should be noted that in order to not only pay for day-to-day operations, but also to finance the cost of expanded services, new products, research and development projects, and

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purchase new and replacement equipment, OCLC's revenues must exceed its income.

Governance of OCLC is vested in a sixteen member Board of Trustees. The composition of the board is an interesting mix of interests and backgrounds. Five members are elected by the board from the professions of business, law, government, or finance. Three others are elected by the board from the library profession. Six members are elected to the board by the OCLC User's Council. The president of OCLC is a member of the board and Fred Kilgour, the founder, is a permanent board member.

The User's Council, noted earlier, is a sixty member advisory body which represents member library interest to OCLC management and the board. Delegates to the council are elected by OCLC regional networks. The number of delegates from each network is based on a formula related to the revenues received from networks for member-library OCLC services. Aside from electing six members to the board of trustees, the Users' Council acts as an advisory body to the OCLC management and staff. The council meets quarterly.

There are two ways that libraries can become users of OCLC services. The two categories are called participants and non-participants. Participants agree to do all their current cataloging online or by tape-loading, and are designated as general members. General members participate in the governance of OCLC by having voting rights in electing members to the OCLC Users' Council. Such members are eligible for election to the Users' Council and to the Board of Trustees. The second category, non-participants, may use one or more OCLC services or sub-systems, receive OCLC products and gain access to the Online Union Catalog; however, they are not subject to the requirement of full cataloging like general members. These libraries do not participate in the governance of the organization and prices to them may vary from those of participants.

As noted earlier, there are over 6,000 active participating libraries worldwide. Directly and indirectly, including participating and non-participating libraries, OCLC serves almost 8,000 institutions. To give you some idea of the distribution of full membership, there are currently over 1,200 academic libraries, over 720 public libraries, 510 federal libraries, and over 430 corporate libraries as members of OCLC.

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There are member libraries in all fifty states, and OCLC provides systems and services to libraries in 22 countries around the world as well. OCLC services in Europe are provided through the OCLC Europe Office located in Birmingham, England. An office to service the Asian/Pacific Basin Region is located in Dublin, Ohio at the OCLC headquarters.

Services to libraries in the United States are provided through regional networks contracted with OCLC. There are nineteen networks serving libraries in the United States, including PACNET (serving libraries on the west coast of the U.S.) which is actually an OCLC office. All other networks are independent organizations serving a state or multi-state region. All are membership organizations whose primary function is to act as providers of OCLC services and to provide their member library users various support services such as training and technical assistance. Networks and OCLC work together closely in planning and delivering automated services to member libraries.

The heart of OCLC is the Online Union Catalog. It is the largest bibliographic database in the world. During the past year, the database passed the 17 million mark in bibliographic records, over two million of which are for non-book materials. The database also contains nearly 300 million location records, which make the database an invaluable tool for resource sharing among OCLC libraries. Records are in full MARC format to facilitate ease of user input and computer processing. On average, OCLC users locate records in the Online Union Catalog for 94% of the items they catalog. This leaves only 6% which must receive original cataloging.

When a member library uses a record in the OLUC to catalog a book or other material, the system automatically adds a unique location symbol to the holdings of the record. This provides the basis for another extremely valuable OCLC resource: a list of the libraries which have cataloged the book, which then becomes an important resource sharing tool for OCLC libraries.

The materials represented in the OLUC are distributed as follows:

Books - 85%

Serials - 6.2%

Sound Recordings - 3%

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As noted earlier, there are at present about 18 million records in the OLUC. It grows at a rate of approximately 35,000 records every week. Of this number, about 24,000 are added by member libraries. The rest are selected by OCLC from the Library of Congress, the National Library of Medicine, the British Library and other record sources.

That completes a rather quick and obviously, much too brief an overview of the structure and organization of OCLC, with a short look at some OCLC services and products. It may be more helpful for our purposes here to focus more directly on those services particularly relevant to small libraries. This will include discussion of the following:

- Cataloging Services
- Inter-library Loan
- Participation Options
  - Cluster
  - Processing Center
- The Group Access Capability Program
- CD-ROM Technology
  - CAT CD-450
  - Search CD-450
  - Resource Sharing CD-450

Cataloging

The OCLC Cataloging sub-system provides the bibliographic information necessary to many library routines. The user of the online system retrieves bibliographic information from the OLUC by typing simple search commands at a terminal keyboard. The records are displayed on a terminal screen and can be used as they appear or can be edited to fit in with local cataloging rules and practices without altering the OLUC permanently. Libraries enter new bibliographic records by typing the necessary information on a blank work form displayed on a terminal screen.

The system will produce catalog cards automatically. They can be customized to meet the individual library's local specifications and are pre-sorted at OCLC to save the library this time locally. Currently, OCLC produces almost three million cards per week.

Inter-library loan

The interlibrary loan sub-system provides an efficient and cost effective way for libraries to share resources. Libraries can communicate over the OCLC telecommunications system, enabling staff to create, transmit, and fill loan requests without the many labor-intensive tasks previously involved in the traditional interlibrary loan process. In a sense, this was a great beneficial by-product of the online cataloging procedure which was the primary objective of the system.

In a week's period, over 3,200 ILL sub-system users verify over 90% of their requests online, and 87% of these requests are filled and items shipped to borrowers within an average of four days.

The system provides automatic transfer of bibliographic and constant information to the interlibrary loan record. It has a link to library interlibrary loan policies in the NAME-ADDRESS DIRECTORY. It has the capability to search and request from online serials union lists.

Participation Options

With this general overview of OCLC's structure and services, I would now like to focus more directly on how OCLC can assist rural libraries in serving the needs of rural communities. There has been and continues to be, in the minds of some, the view that OCLC is an academic and research library related organization, and that any public library involvement is with large public libraries. This is not the case, and it is a misconception we are trying to change.

As noted earlier, there are over 700 public libraries which are direct members of OCLC; however, this figure does not reflect the substantially greater numbers of public libraries which receive OCLC services in other indirect ways. Many public libraries, particularly small rural libraries, are served through state or regional processing centers or cluster groups, or through the OCLC Group Access Capability program. In the processing center approach, either the state library or a regional library system catalogs materials on OCLC for member libraries and provides the libraries with catalog cards. In these instances the center may provide other services such as purchasing and physical processing. In the cluster approach a number of

libraries get together to share the cost of an OCLC terminal and to do their cataloging as a joint cooperative effort. This is also an approach used largely by small libraries of all types.

It should be noted that the cluster group option is one which can be used by combinations of different types of libraries. It is not unusual to have a public library and a special library or a school library or all three types grouping together in a cluster arrangement. The Group Access Capability Program is a way for libraries to become involved in the resource-sharing support programs offered by OCLC without becoming cataloging members. I will be talking about this program in more detail in a few moments. I will only mention for now that it is a way that a large number of public libraries of all sizes have been connected to the benefits of the OCLC Online Union Catalog.

Unfortunately, I cannot give you any specific statistics on the number of public libraries reached by OCLC in these different ways. I have asked our marketing analysis staff to conduct a census or survey to determine the number of public libraries reached in this way. I am hoping this will be done sometime during the upcoming year. For the moment, I will have to rely on some examples which may give you some idea of the magnitude of this kind of OCLC penetration of public libraries.

OCLC has an Advisory Committee on Public Libraries which assists us in a number of ways including advising on the needs of public libraries and acting as a liaison with the public library community. The committee is composed of ten people who represent libraries of various sizes throughout the country, ranging from the Detroit Public Library to that of York, Nebraska, population 7,800. Three members of the ACPL provide good examples of the ways that small rural libraries can be served by OCLC.

Two members of the committee represent public library systems, one in west central Illinois and the other in upstate New York. Both systems serve as processing centers for public libraries in their regions. This service includes providing OCLC cataloging services to members as well as catalog cards produced by OCLC. Combined, these two systems provide these services to over sixty public libraries, the majority of which are small rural libraries, many of them serving agricultural communities.

The third member offers an even more striking example of how OCLC can reach the small rural community. The Kilgore Memorial Library in York, Nebraska serves a population of 7,800 people in what is basically a rural, agricultural area. The library is a full OCLC member; but, it also serves as a processing center to provide OCLC services to 13 small libraries in the region. The funds to perform this function are provided by the Nebraska Library Commission in recognition not only of the benefit to the libraries in this region, but also in the value of being able to capture the bibliographic holdings in the Nebraska database for resource sharing purposes.

These are only three examples of processes used extensively around the country, and they touch over 73 libraries, most of them small, rural libraries. Even without a census, it is safe to say that OCLC is reaching a far larger number of public libraries than the 700+ direct public library membership.

Just one more note on this subject. Several weeks ago I asked the marketing analysis staff to use the American Library Directory data tapes we recently purchased from Bowker to do a run of public libraries serving a population of under 10,000 and indicated in the report to be receiving OCLC services. It should be noted that the question did not ask whether they were OCLC members, but whether the library made use of computerized services. The run showed that 419 public libraries serving population of under 10,000 people reported that they received computer services through OCLC. The staff then checked that list against our member files and determined that 337 were OCLC members. Although these statistics only scratch the surface of the question of the numbers of public libraries served by OCLC, they do give some sense of the number of small public libraries which have a direct member relationship.

Beyond the numbers, what difference can OCLC make to the small rural library and the people it serves? Perhaps the greatest disadvantage of any small library, whether it is a small rural library or a small branch in a large city, is the limitation on the number of resources readily available in the library. Population size affects financial support, which affects almost all other facts of the library operation, including collection size and type, staff and building. This automatically translates into smaller collections and fewer resources immediately available. The difficulty of this situation is lessened in

a large city by the access to the collections of other branches and the central library; however, even the large city library often needs to go outside its system to meet the needs of some patrons. The small rural library is more isolated, and the options of other resources are not as readily apparent. The OCLC system can act as the window for the small rural library to the resources available not only in the state, but also nationally and internationally.

In discussing the benefits to the people of York, Nebraska, Stan Schultz, the director, pointed out that libraries with access to the OCLC database and the interlibrary loan system have a better chance to get timely alternate information needed by their users. He explained that most agricultural information originates as government or corporate data collection, and that dissemination to users typically depends on extension services, farm journals, and displays at agricultural expos. He said that access to the OCLC database can offer a major supplement to these resources and is especially vital when these other sources cannot supply. He gives as an example a farmer looking for information on alternate crops who went to the York Library with an AGRICOLA printout of citations relating to raising edible snails. None of the monographs or journals cited were held by Nebraska, Iowa, or Kansas sources, but using OCLC he was able to locate and obtain materials to satisfy the user's needs.

This window to the wider world of information and library resources is perhaps the single greatest benefit of OCLC to the small rural library. As noted above, the library and information needs of rural Americans are as diverse as those of people living in urban and suburban America. Although it is true that most requests for information and materials will be filled within the state, access to the OCLC Online Union Catalog will mean that most of the requests not filled in the state will be found in other parts of the country. During a recent trip to North Dakota, I visited with the librarian of a small rural library who told me of the amazement and pleasure of a library patron when his interlibrary loan request was filled by a library in the Napa Valley of California.

This support of resource sharing through the interlibrary loan sub-system has become a major function of OCLC. What was once viewed to be merely an offshoot of the cataloging system has become an important element of OCLC

library support services. This system's effectiveness and use has been expanded substantially by the initiation of the Group Access Capability program. It has carried the OCLC resource sharing benefits to many more libraries, including many small, rural agricultural libraries.

The Group Access Capability Program

Through the Group Access Capability Program process, OCLC has made it possible for states or regional groupings of libraries to build online union catalogs including the holdings of OCLC and non-OCLC libraries, available to all libraries whether OCLC members or not. This program allows for the addition of records from other databases to the OCLC library records for the specified group, whether a state or an intra- or inter-state regional grouping. Once started, the database continues to grow as additional member catalog records are added, and as other records are tape-loaded into the database.

At this point, the most extensive and notable uses of the Group Access Capability Program are the state database programs in California and North Carolina.

In California, A Group Access Capability statewide database program has been created to include all public libraries in the state. The GAC database was created by combining OCLC public libraries' records with tape-loads of public library users of RLIN and WLN cataloging, as well as records of those receiving commercial cataloging service from Autographics, Baker and Taylor, and BRO-DART. These records are made accessible to all libraries designated as participants in the GAC program. Non-OCLC member libraries have access only to the records of other participating California public libraries. OCLC member libraries have access to the complete OLUC. They can also serve as points to transmit requests over the OCLC ILL sub-system for non-OCLC libraries in the GAC.

The other major example of the statewide database program is in North Carolina where the North Carolina State Library initiated the state database project about two years ago. Although the process is similar to California's, a major difference is that North Carolina has not limited participation in its GAC to public libraries. It has decided to encourage participation by all types of libraries. Currently, the North Carolina GAC database includes over 8 million

holdings of all types of libraries in the state. Since it began, over 80 libraries have become dial-access users of the program, and many of these are small rural libraries which are, for the first time, gaining a direct access to the full range of informational resources available to many other citizens of the state.

It is my understanding that transactions related to the statewide database have grown from zero to over 1,600 a month. It should be noted that these do not include the usual ILL on the OCLC ILL sub-system. The North Carolina approach is one which deserves a special program of its own. The North Carolina State library has taken on a pro-active role of building an information network in the state to assist in the economic and business development of North Carolina. This network is designed to take all kinds of information to all parts of the state, including the most rural. In many ways, they are developing an information infrastructure to support business and commerce in a growing technological environment. Howard McGinn, of the North Carolina State Library, is here, and I am sure would be pleased to bend your ear on the North Carolina program and the plans for continued development.

Another example of a Group Access Capability, this time a regional grouping, is in Florida. This project is being funded by the Florida State Library and is a pilot program which includes a number of libraries in the Tampa region. Reports from Florida indicate that the project has been successful, and thought is now being given to expanding the region and including more participating libraries. One measure of the success is the fact that the participating libraries have agreed to continue in the GAC after the State Library removes its financial support for the completed pilot project. Currently, several other states, including Nebraska and Georgia, are considering the statewide database program.

To reiterate, the thrust of the GAC is to build an online union catalog for a specified area, to include the records of OCLC member libraries and other libraries in the area, accessible to all participants in the GAC for resource sharing purposes. Once started, the database continues to grow as OCLC member libraries continue their normal process of cataloging and as both OCLC and non-OCLC libraries tape-load other records into the database. The GAC program can be started with a minimum amount of lead time.

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Another beneficial augmentation of the GAC is the loading in of state or regional union lists of serials, which then puts them together in a single location with the other union list materials.

Although selective members of the GAC (non-OCLC cataloging members) do not have access to the full OLUC for ILL or cataloging purposes, a process can be established to funnel requests which cannot be met within the GAC region to OCLC members who then pass them on through the ILL sub-system on behalf of the requesting library.

Recent OCLC Developments of Interest to Rural Libraries

During the past several years, OCLC has been involved in the development of new products and services which are of particular relevance and interest to small libraries, several of which are of particular interest to rural agricultural libraries. These developments are a recognition on the part of OCLC of the need to keep abreast of technological developments and ways this new technology can assist libraries and library patrons.

Several specific products making use of the new CD-ROM technology have been developed or are currently under development. These include:

- CAT CD-450 (a cataloging product)
- Search CD-450 (a reference tool)
- Resource Sharing CD-450 (a resource sharing tool)

All of these products represent OCLC's effort to combine the best features of this new technology with those of the Online Union Catalog.

CAT CD-450 has been developed to provide libraries with a major portion of their cataloging on a compact disc. This is done by extracting the most used records from the OLUC and putting them on a CD. The major difference between this CD cataloging tool and others is that for those items not available on CD the user can obtain the records online. It also provides for a mechanism to continue to add records to the OLUC to assure the continued growth and vitality of the OLUC.

Search CD-450 is a reference tool which combines various reference databases in specific subject fields with bibliographic records of similar subjects in the OLUC. These are combined into packages of reference resources.

Perhaps, for our purposes for this conference, the best example is the OCLC Agricultural Series which combines the complete AGRICOLA database from 1979 to present with CRIS database, and the Agricultural Materials in Libraries database compiled from the OCLC OLUC.

AGRICOLA has 2.5 million citations to general and specialized agricultural fields. CRIS, produced by the Cooperative State Research Service, includes abstracts and progress reports for current research on agriculture and related subjects. It has over 30,000 records covering active and recently completed projects.

Agricultural Materials in Libraries (AgMIL) includes materials in all formats pertaining to agriculture, food production, forestry, fisheries, and veterinary medicine from the OCLC Online Union Catalog. The database covers the twentieth century and includes references to materials printed as early as 1537.

The Search CD-450 Agricultural Series includes three databases on four compact discs. Current files for AGRICOLA and CRIS are stored on one disc; retrospective AGRICOLA files are available on two discs; the fourth disc has the Agricultural Materials in Libraries database.

Other Search CD-450 reference series include ERIC and Science and Technology.

Conclusion

In conclusion, I would summarize by stating that there are a number of ways that OCLC can assist small rural agricultural libraries to better serve the people of their communities:

1) by making the routine jobs of cataloging and catalog card preparation more efficient and less time consuming to accomplish;
2) by providing accessibility to a wide range of library and information resources, both within and outside the state;
3) by providing access to reference information through the new CD-ROM technology;
4) by providing states and regions with a major resource sharing tool through the Online Union Catalog Group Access Capability program.

Although not primarily geared to serving small rural libraries, the OCLC system has become a substantial support mechanism for these libraries in assisting them to better meet the library and information needs of rural Americans.

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# THE RURAL LIBRARY: SOME RECENT RESEARCH

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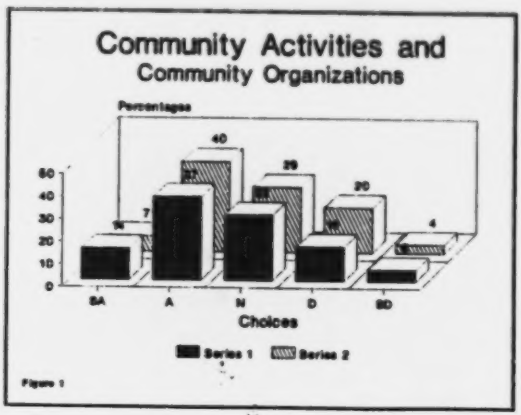
The purpose of this discussion is to highlight research conducted by the Center for the Study of Rural Librarianship during the fall of 1987. The investigation concerned itself with three things: the impressions of public librarians who are involved in establishing roles for their respective institutions, the degree to which planning is accomplished, and the compilation of current socioeconomic data relevant to rural libraries. By implementing this particular survey, the thought was it might provide an interesting opportunity to determine the relevance of the ALA/PLA publication, Planning and Role Setting for Public Libraries, 1987, at least to the extent of judging the degree to which the roles cited in that publication were "put into practice." For surveying purposes, a selection made from the eight library roles, cited in the above publication, were reorganized enabling categorically discrete answers to result. In reality, Planning and Role Setting ... deals with functions, for example, the library as a "Community Activities Center," and then attempts to identify role statements appropriate for that function.

Five hundred and eighty-eight questionnaires were mailed to public librarians across the United States in rural and near rural communities of 25,000 or fewer individuals. Selections were drawn randomly from the American Library Directory, and based on resident population, not population served. The study's data base consisted of (n=373) completed surveys.

While surveys are rarely conclusive, including the present one, it is important to reflect on the fact that the library profession may ascribe more significance to the workings of public libraries than is occurring in reality. This is not meant to be a harsh comment from a public library advocate, but simply a reminder that even the smallest public library--some considered in this study--are entirely complex institutions. This prologue is also meant to alert the reader to the fact that considerable ground work is still necessary for the improvement of public library services.

Perhaps, the first statement presented in this survey sets the tone for the entire study. Parenthetically, respondents were usually asked to answer on a scale of options from "strongly agree" to "strongly disagree." "My library is a focal point for community activities," was the first statement to which individuals were to respond. While 51% (179) of those answering indicated some form of agreement, approximately 49% (171) were either neutral or expressed disagreement. This issue may not be startling in that most small libraries simply do not have the facilities available to transform their libraries into community centers, even though some of them have the only meeting place in the town. We have encountered this in other surveys, for example, as an explanation of why the frequency of adult oriented programs is sometimes dismal. However, the author believes that there is a collateral effect to this physical inadequacy, it makes other efforts at transforming the public library into the community's information center particularly troublesome. This can be seen by the survey's second statement: "My library works closely with other community organizations to provide a program of recreational services." While 47% (156) indicated some form of agreement, at least 53% (174) were either neutral or disagreed. Clearly, there are again reasons to explain this, and limitations of space, staff, and money are among them. In the graph below, responses to the first survey statement are compared with that of the second.

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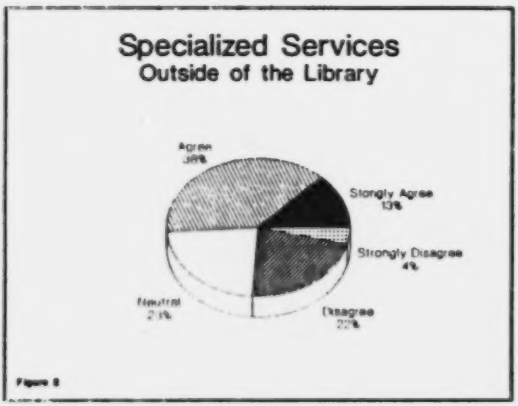
In a more positive regard, almost three-fourths of those surveyed indicated that their library "...responds to community needs with specialized services provided inside the library building." The most frequently cited activities were story hours for children, literacy programs, and providing meeting rooms. The situation was a little different, however, when individuals were asked to react to "... specialized services provided outside of the library." In this instance, approximately 51% (164) were in agreement as to the appropriateness of this role, but an almost equal number of respondents 49% (158) either were neutral or disagreed. The favorite external services were book delivery to nursing homes, programs for community groups, and providing materials to schools and day-care centers.

Figure 2 graphically provides a picture of the responses relating to services outside of the library.




Additional positive results occurred in relation to the statement: "My library assists elementary and secondary students in meeting educational objectives established during formal courses of study." To this role, 94% (346) of the respondents agreed. One person emphasized her or his position by stating, "And how!" There was almost the same overwhelming approval in relation to

the public library playing a role in meeting the needs of college and university students. Seventy-seven percent (270) of those surveyed agreed with this position. The role statement: "My library assists literacy and/or adult basic education students in meeting educational objectives established during formal courses of study," elicited an agreement rate of 71% (245), and assisting with continuing education students achieved an 80% (284) approval rate. Finally, in relation to the statement: "My library supports out of school adults who pursue a program of learning independent of any formal educational provider," also brought an agreement ratio of 80% (280.) Continuing with the strong emphasis on educational roles, is one that "...encourages young children to develop an interest in reading." To this 99% (367), noted agreement. Likewise, 96% (355) of the respondents said, yes, to "My library provides parents and other adult care-givers with materials on reading for children." While slightly more than three-fourths of those responding to the survey indicated in the affirmative to the function of the library "cooperating with child care agencies in the community on an ongoing basis," one suspects that sense of collective agreement would even be higher with the exception of those communities that have a paucity of social agencies dealing with children.

In dealing with the informational role of the typical rural public library, it will not come as a surprise to the reader that 92% (339) of the respondents were in agreement that "My library provides timely information to community residents in their respective areas of interest." Similarly, 69% (245) believe that "My library is a source of current information on community organizations." While attempting to interpret the meaning of "timely or current information" is an interesting exercise in itself, for example, it includes an item gotten through interlibrary loan over the period of one week, or the real-time response to a reference question, one must be slightly skeptical of the overwhelming rate of self-congratulations. Here, there is no intent, directly or otherwise, to suggest that rural librarians are less that genuine in their professionalism. One believes that any differences of interpretation not only relate to the usual problems of semantics, but are also created by two audiences (librarians and clients) seeing things differently. The possible difficulty relates to the fact that infrequently do librarians have the necessary feedback appropriate to judge their effectiveness. The true litmus test would

be to ask library users about their community information center. In a current study of rural library usage in Pennsylvania, very preliminary data suggest a high-level of approval of overall services by library clients but only a modest reliance on the library's resource collection for current information. Bestsellers seem to be in greater demand than, for example, information dealing with community ordinances or the decisions of local governing authorities. The Pennsylvania study will be used as the basis for a national investigation being supported by the U. S. Department of Education, in 1988/89. Figure 3 shows the respondents attitudes toward the role statement, "My library is a source of current information on community organizations."

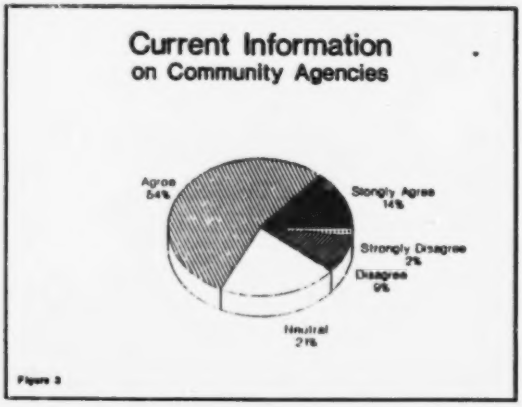



Figure 3

Back to our role-playing, however. "My library promotes its reference services (within the library) to aid users in locating needed information." To this statement, 93% (344) of the respondents agreed. "My library promotes telephone reference services to aid users in locating needed information." Over three-fourths (275) of those surveyed either strongly agreed or agreed to this role statement. Affecting the response to this last role statement are at least two factors: first, some libraries continue to be without telephone service (our latest data suggest approximately six percent) and, second, "A limited staff does not allow us to encourage telephone service." This latter comment was a quote

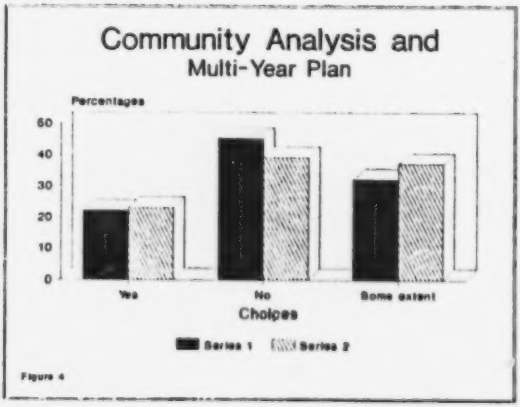
provided by one of the respondents, and is a typical problem. With the reader's patience, one of the funniest episodes regarding telephone usage encountered by the author was a situation in which a rural library staff member indicated that her or his library's telephone number was unlisted. It was explained that the telephone was really intended for administrative purposes rather than for promoting information access.

In this author's view, the survey's response to the next role depiction is quite revealing. While 67% (233) of those surveyed indicated that they "...assist researchers to conduct in-depth studies in a specific subject," one must again reflect on the facts that the typical rural library has a modest resource collection (by our reckoning approximately 25,000 volumes) along with a staff of no more than three full-time people (more likely it is only one-person.) Also relevant is a quote by one of the respondents who said, "We don't get many in-depth requests." Data collected by the CSRL actually suggest that approximately three questions (of all types) are asked by clients in the typical rural library on an hourly basis. Such an environment really precludes the opportunity for much in the way of extended reference service. One believes, that while intentions are always good, the issue focuses around the interpretation of "in-depth" reference. One might also remind the reader that only 25% of the full-time staff working in rural libraries are academically certified at the master's level. As a consequence, reference training remains as a priority goal among state, district, and regional library providers. Regardless of the issue of how in-depth is "in-depth," the next two role statements were interesting in that they dealt with the availability of resource collections on a specific subject. Less that half of the respondents (170) indicate the availability of an in-depth collection within the library. Of that total, 16% (61) of those surveyed identified local history and genealogy as the subjects provided by their libraries. Another six percent (22) listed state history as the next most popular collection. Interestingly, public libraries continue to maintain a responsibility for the textbook role of providing information on state and local history. Respondents were asked to relate to a final role description dealing with the library's information function: "My library provides current high-demand materials in a variety of formats." The results were that 61% (212) either agreed or strongly agreed to this position.

Bestsellers–21% (78), videocassettes–17% (63), and books on tape–9% (34), were the most popularly available formats. Fifty-seven percent of those participating in this study indicated that they also promote the use of their highly demanded material.

**LIBRARY PLANNING**

Unfortunately, results from this section of the survey suggest that the responding librarians are only modestly involved in planning for library services. Indeed, these data show little improvement in a pattern that has been observed by the author over the last six years. Only 22% (81) of those surveyed indicated that a community analysis had been conducted by or for the library over the last five years. Figure 4 illustrates a comparison of those respondents conducting community analysis in relation to the availability of multi-year plans.




The leading reasons given for the lack of an analysis were insufficient time, not enough staff, and not enough money. Parenthetically, the possible responses were "yes," "no," or "to some extent." The author interpreted "to some extent," which was answered by 32% (119), to be a qualified "no." On the issue of whether or not the library had a multi-year plan, only 23% (86) answered affirmatively–37% (136) responded with "to some extent." While the

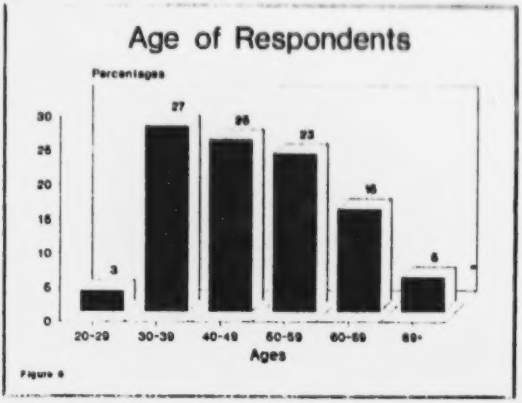
leading reasons for the absence of a plan were "that it was in process," "lack of time," and "lack of money," five percent (19) of the respondents commented that the "trustees were not interested." The next question dealt with the utilization of output measures. Only 25% (88) of those participating in the survey indicated using output measures in their libraries–34% (120) answered "to some extent." An agenda of answers was given explaining the nonuse, but the major category, 13% (48), was lack of familiarity/lack of awareness. While not much of a case can be made based on 48 respondents, it is the author's belief that uncertainty may be the single most mitigating factor for the lack of implementation of output measures in rural libraries. It does little good for the ALA/PLA to publish a revised edition of Output Measures when the original concept continues to be in its seminal stages of application, and not only in small libraries.

## SOCIOECONOMIC DATA

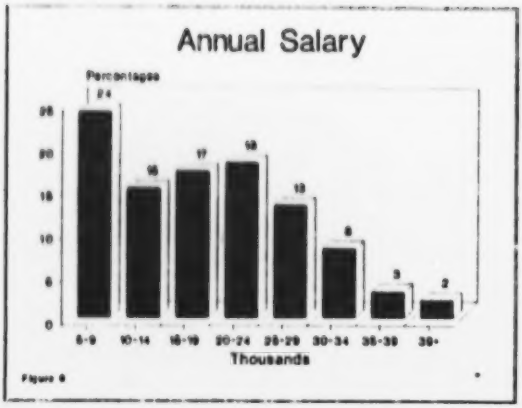
In a continuing effort to gather normative data about rural librarians and the communities in which they live, the survey included a variety of general questions. Initially, it was thought that it might be an interesting exercise to ask the respondents to classify the geographical area in which they live, even though they were identified by the surveyors as rural. While 70% (253) agreed that they were rural, 19% (69) identified themselves as suburbanites, and 7% (28) said they lived in urban areas. Because of the interest in rural revitalization, the survey instrument included a question regarding the community's three most important industries. Of the 161 individuals identifying the industry of primary importance, 26% (96) indicated farming, tourism was next at seven percent (25), and at four percent (15) was metal industries. While students of rural America are cognizant of the shift from agriculture to a variety of other economic conditions, small town USA has not entirely escaped its roots. Following the previous question was one in which the respondents were to label community problems. Not surprisingly, 80% (167) indicated unemployment, etc., as the major difficulty. Twenty percent (43) identified rapid population growth as the greatest challenge. And only 25% (83) thought that their problems would be solved in the near future.

The final questions were directed at the librarians. One question concerned involvement in library associations. Forty-one percent (151) of those answering

indicated membership in the American Library Association, but 80% (294) belong to their state organizations. In relation to the ages of the respondents, Figure 5 depicts those reporting.




Although one may not always be convinced that the public library is the community's library, the librarian certainly is. The typical rural librarian has lived in her or his community for an average of 17 years, although the range in the survey was from one month to 64 years. Further, she or he has been employed in the library for an average of over ten years. The range in this latter response was also one month to 64 years. And what about current salary? While 13% (42) earn $30,000 or more, over 56% (181) earn between $5,000 and $19,000. Thirty-nine percent (125) have a salary from $5,000 to $14,000. The library profession should reflect on the fact, that for a family of four, $14,000 is at the poverty level. Figure 6 graphically shows the salary levels reported by the respondents.




## CONCLUSIONS

The question now remains, what are the most significant aspects of this study. It is somewhat obligatory to remind the reader that surveys seem to beget surveys as opposed to finalizing issues. Resulting, however, is an affirmation that conceptually and pragmatically role-setting is a significant construct of library services. Along with the Planning Process and Output Measures for Public Libraries, Planning and Role Setting for Public Libraries is part of a powerful trio. But the distressing factor is, notwithstanding these publications, librarians in small and medium sized institutions are simply not planning for future library services. The mitigating, but not complete answer, is that staff members are too busy delivering services. How much is to be expected of the one-person library manager? These are not irrelevant concerns. But there appears to be a consistent lack of planning--of both short and long duration--among librarians in communities of 25,000 or fewer people, which represents most of the public libraries in the United States. These circumstances have been observed in other studies emanating from Clarion and not restricted to small communities. For example, in surveys of "book-mobilists," in both urban and rural settings, there was an equal dearth of planning.

But how much planning is sufficient? The author does not have an appropriately convincing answer. The alternative is relatively clear. Without planning, local surveying, etc., the public library becomes an extension of the librarian's views rather than those of the community's. Libraries are fascinating in many respects, but few other public institutions operate with such a modest feedback level. There is another practical concern associated with the lack of planning–public librarians may be taking on too many roles. Because of the high level of commitment, there is an inherent tendency to want to accept more and more responsibilities. It may not be clear in some libraries, for example, that literacy programs are not possible without compromising other library services, or at least managed by using a marketing approach to target specific audiences over a limited period of time.

The final question becomes one, then, of how is planning facilitated. It is, of course, a responsibility at all sectors of library administration. But national library associations, and particularly those at the state level could have a profound effect by making planning, and its collateral aspects, as a sustaining goal. One of the weaknesses of American librarianship is that we fail to plan over a calculated period of time. It should not be surprising that symptoms of the same deficiencies are seen throughout the countryside.

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# COOPERATION BETWEEN LIBRARIES AND EXTENSION

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It's a real treat to be invited back to a place where you are supposed to have gathered all this information so I really appreciate being here. As Mike mentioned, I have been around several places. I always find a little bit of inspiration in some of the presidential candidates and I would like to know how many people here know that there is another Republican running for office of the President by the name of Ben Fernandez?

Ben Fernandez was born in a boxcar. It's an inspiring story of going from being born in a boxcar--a converted boxcar--in Kansas City, Kansas and working with his seven brothers and sisters in the fields, the sugar beet and tomato fields of Michigan and Indiana and is now running for President of the United States. I think that is an inspiration--certainly an inspiration for all librarians.

People ask me why I live in Missouri and Kansas--or have lived in the midwest in Kansas and Nebraska. They ask me how can you do that? Well, I'm going to try this out on you because (and I've gotten bad response on this before so "boos" would be okay) I live in Nebraska. I live in Nebraska because it allows me to live a bicoastal lifestyle.

In Nebraska we have a concept of economic development that I found really very interesting. It was on the editorial page of the Lincoln Star Journal and I think this says it all about what we think about economic development in Nebraska, "in order to prosper it has been suggested that Nebraska end its traditional dependence on an agricultural economy." It's rather sad that there's a lack of vision on the part of many people who are involved in economic development and also that there is a lack of vision for librarians dealing with the same topic.

Perhaps this is where we need to start in terms of getting libraries and librarians involved. There is a visioning exercise where we are to envision our library five years down the road: so we have 1993. Guess what the major

thing that people came up with in terms of visioning (no, not cows)? It was good signage, happy staff, friendly people, etc.--hardly visionary. Mostly what we are supposed to be doing now. I think we're trying to get the library involved, thinking of different configurations, seeing how we can work to actually meet the economic development needs of our communities. This is a problem. As was recorded in the last presentation, it is the image of the librarian and the perception of the library that is causing the problem for many of us.

Cooperation and extension--what an interesting idea. I could probably say that's what most librarians think of the cooperative efforts that have been done so far.

I would like to challenge that and say that there are many cooperative efforts. They are on the local level and things are happening. There is an example in Georgia. The Wheeler County Library in Georgia is located down the hall in the same building as the extension. They have what I would call a "just down the hall" type relationship. In fact they borrow materials. The extension borrows the movie projector from the librarian, who happens to be Delle Flower.

They see each other every day. Extension has the VCR and the library has the materials that extension uses for their research. It works. It's a very informal relationship. There has been no programming in common, although the extension materials have been used in library displays. There's really nothing formal about this relationship, it's a "just down the hall" type of relationship.

One of the things that the Central Kansas Library System (which I was affiliated with before I went to Nebraska) did was very interesting--we infiltrated the extension. It's a very simple idea. You realize your responsibilities of being a leader and member of the community and you get on one of the extension boards. It has worked out very well.

Don Reynolds, who is the assistant administrator of the Central Kansas Library System, was elected to the economic development component of the extension. They have a committee and he was elected to that committee. The children's librarian, Marcuta Bankee, has been involved in the human ecology side of the extension for a long time. She has, in fact, been elected to the

council--the actual government of the county extension in Barton County, Kansas. Also, the chairman of the board of the Central Kansas Library System, Pat Hydrick (in Mitchell County) has been appointed or had been elected to the economic development committee of that particular county extension. If you think there's not any cooperative effort because of that--you're wrong. These are strong people. There's going to be something happening in terms of what the library's participation with the cooperative extension.

However, that kind of involvement relies so much on the leadership capabilities of the librarian. And that is sometimes where we are falling down. It goes along with how the librarian sees herself (I will use "herself" because of my past experience in Kansas, out of 70 librarians in our library system we had one male director--the rest were all female, so I will use the "she") in the community is certainly very important in the types of programming we that we (as a system) are trying to get across and to deliver to our system members. The leadership is what was missing. We have some librarians who have a natural leadership ability. They feel very comfortable going out and being members of their community. They understand where they fit into the whole scheme of things. We have other people who don't see themselves that way and have sat back. In fact, their library is the reading room. They do children's story hours and that's where they find themselves.

I think it was crucial--the development of leadership programs that tax --to the Central Kansas Library System. We in turn then provided library service to the rural patron. We did that by providing some support services to the actual libraries. They in turn would extend their service area to cover those people who aren't being served by libraries. That's a very simplified version of actually what happened.

At the same time, we had a problem. Someone had actually lost their farm. We put together meetings throughout the system devised to ask, "What can we do as a library system to help?"

It was determined that there was a real need for information along several different lines. Information needed to be easily accessible, copied, and useful. It couldn't be anything that had a lot of writing in it because people weren't going to take the time to use it. Using the suggestions we got from these

meetings, we developed The Rural Resource Manual. The manual is available from the Central Kansas Library System. I will leave it out for you to look at, if you'd like. It is meant to be used by farmers; by people who are in trouble; and by people who are working with farmers in trouble. The extension people were certainly involved in that. The book is now, I believe, in every extension agency and public library in our service area, which is 17 counties. The manual is not meant to be a "How to Become a Better Farmer." It was meant more to deal with problems of people who were going through transition.

There are several chapters. There's one in mental health--stress. We found stress to be a very large problem in the rural areas. How to deal with stress--legal assistance, financial assistance, credit, the financial forms, legislative information, resources in terms of where to go from here, and information and referral type services are in here. It's been a really interesting book. This gave us some credibility which was very important in working with the community. The extension people saw this and all of a sudden we had something to offer them.

As part of our response to the rural crisis we put together a collection of books, the Rural Issues Collection, that was developed through the interlibrary loan development project or the grant from the state library. Again, it was not on how to be a better farmer or how to grow better crops. We wanted to help people in transition and to offer some different solutions. We built up the collection in terms of sustainable agriculture just because that information was not being delivered by the land-grant universities in Kansas. Extension was focussing on better wheat. However, we thought that there might be people who were interested in other things such as mental health--stress, changing jobs, the whole career spectrum of information needed if they're going off the farm.

The idea of developing this collection was that the materials would be available for any of our 70 libraries because of the interlibrary loan development grant process. They were actually available throughout the state for loan.

The collection wasn't being used. We developed the collection and it was sitting there not being used! Wonderful! This is great! We were thinking,

"How are we going to get this across?" And one of the things we came up with was we needed to deal with the extension people.

Problem number one: who's going to listen to us? Even though we have credibility, who's going to listen to us? So we try extension. What we determined was we had better luck dealing with the home economists or the human ecology side of extension than we did dealing with the extension agent. We felt that part of the problem, although there's probably no scientific proof for it, was that it is because usually the extension agent is male. That is a truism. The librarian has been traditionally female and mostly we're thought of as being "fluff."

There always has been some sort of relationship between extension and the libraries, like 4-H groups come into the library (that's a traditional one that goes back a long way) and reading clubs (those have been very popular in Nebraska where extension set up reading clubs and through the home economists section of extension). All those types of things were female. The hard data was considered male and the extension's perception of us was that we had nothing to offer them.

We had reached the point of exchanging newsletters with extension. We thought that was a good thing, where they would send us their newsletters and we would send ours to them, until we received a phone call from one of the extension agents saying, "Why are you sending this to me?" Well, we then changed the name on the envelope and the newsletter now goes to the home economists, the human ecologist person and we are cooperating with her. I really do think the traditional male role in rural America and the female role in rural America certainly is an implication of how much cooperation there's actually going to be between extension and the library.

Another thing we started doing in Kansas was to go right to the top. We started with KSU and the extension people at the university, developing relationships with them. We brought in, for instance, Virginia Moxley, who is involved in human ecology and teaches at KSU, to do one of our system assemblies. We would be in constant contact with the extension people there. We brought David Darling in, who is the community economic development specialist for the state of Kansas as a part of extension at KSU, to do an assembly.

When I met David Darling at a meeting the first thing he said to me was, "Do you get all our publications? We want to make sure that all our extension publications are in your library." That's 70 different outlets--that's 70 examples of some sort of cooperation with extension! I found that to be rather exciting. We've cultivated these relationships on that level bypassing some of the obstacles that we might see in the local areas. But we can do that as "systems" people and I believe that individual libraries can also do that. The more the library sees itself as a member of the community it sees other agencies in the community as a resource. Extension is a resource for the library, as well as the library being a resource for the extension. If the librarian can see that or if the library community can understand that then all sorts of cooperative programs will start evolving.

The Central Kansas Library System started meeting with the human ecologists and the home economists sometime throughout the year. We asked in the meetings, "What can we do for you?" And then we told them what we had done in terms of our rural issues collection, the Rural Resource Manual, availability, access to Knowledge Index through the system, and access to Agricola online searching. They said "Well, we're giving a talk." They were giving a program on job-seeking and home-based businesses. We said "Oh, what a neat idea! We have some things that you might like to have." We had this rural issues collection sitting there not being used. We developed subject bibliographies according to the needs of their program. We put together this bibliography on home-based business from our collection.

The assistant director, Don Reynolds, then went to the program. I would recommend this idea--to have the local librarian go and actually give a brief book talk at the end of the program. The librarian has the books with her from the collection so people can see what it is.

Our collection of rural materials I think is interesting. We were very much involved in going to all sorts of conferences and gleaned all sorts of information from different places. I think there's something to be said for this--just by our going out of the library, going to meetings that are not library sponsored, we're finding out all sorts of different information.

The Institute for Public Policy, which is located in Lawrence, Kansas, at KU, sponsors programs on economic development throughout the year. The

first thing they'll ask you is, "As a librarian what are you doing here?" People are shocked that you would somehow be in a meeting which is dealing with policy for the state and economic development. You feel like you have to justify your existence for being there. The answer is immediately on the tip of your tongue, "Because we are community leaders." Soon they begin to think of you as community leaders. You are invited back and you start being involved in actually determining what's happening in your local community or in the state.

1847

# THE INTERMOUNTAIN COMMUNITY LEARNING INFORMATION SERVICES PROJECT: A PARTICIPANT'S VIEW

Bill Vasey
ICLIS Learning and Information Specialist
Carbon County Public Library
Rawlins, Wyoming

The Intermountain Community Learning Information Service Project or ICLIS, is a Kellogg Foundation funded project that links the Land Grant Universities of Wyoming, Utah, Colorado and Montana, the University Libraries, the respective State Libraries and eight rural public libraries, two in each state, together to provide information and adult education for the rural population.

This linkage is done through existing or new technology.

The Wyoming ICLIS mission is:

To develop and demonstrate improved ways to provide educational and informational services and resources to people in rural areas through local public libraries.

## Wyoming Objectives

1. To deliver new educational and informational services to rural communities to meet needs identified by local residents;
2. To design, develop or acquire and deliver educational and informational programming to rural communities;
3. To train and educate residents in the applications of informational technologies;
4. To strengthen the support base among public and private sectors to support rural service development;
5. To increase private sector activity to support education and economic opportunity in rural areas.

### Wyoming Methods of Implementation

1. Continuous assessment of rural needs for education, training and information services.
2. Utilization of computer-assisted information services, teleconferencing and traditional information delivery systems.
3. Applied use of educational technologies for state and multistate services to rural learners.
4. The use of properly equipped and staffed model facilities to enhance the formal and informal education of rural residents by assisting with informational needs, providing educational and cultural communications and implementing information systems networking.
5. Training personnel in use of technologies, services, and marketing.
6. Cooperate in multistate communications network tied to compatible technologies in community libraries.

### PROFILE OF A LEARNING AND INFORMATION SPECIALIST

1. Must know the community and the key players in that community. (The title on the door is not always the person that you need to see).
2. Must be able to listen and match needs with resources non-threatening to the other Agencies turf.
3. ADAPTIVE--very flexible with both time and ideas.
4. SELF/STARTER--Make things happen, a catalyst in the community.
5. EMPATHETIC--Needs of a community run a full range. Nothing is too unimportant.
6. STRAIGHT-FORWARD--If a thing cannot be done, let the patron know.
7. INNOVATOR--Link and match programs, people and agencies.
8. RISK-TAKER--Don't believe every time that this has been tried and didn't work. Examine the project and try again.
9. MAVERICK--Sometimes one has to jump right in and take chances. Do it and beg forgiveness. Do nothing that would be detrimental to the library or the patron.

1849

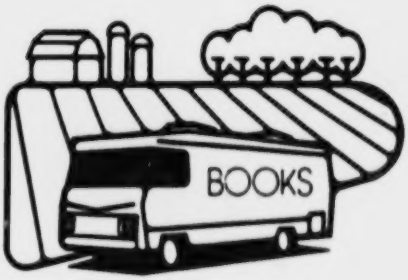
## CONCLUSION

ICLIS provides services that libraries have historically provided. Libraries have always provided information and education to the self-directed learner and the ICLIS project is designed to use existing technology to expand these services.

1850

# THE RURAL BOOKMOBILE

*Going Strong*
*After Eighty Years*




**The Center for the Study of Rural Librarianship is pleased to make available the proceedings of the "The Rural Bookmobile: Going Strong After Eighty Years," held in Columbus, Ohio, on June 19-21, 1985 under the auspices of the State Library of Ohio. The conference focused on dimensions of bookmobile service unique to the rural setting and included a diverse range of presentations by authorities on both rural America and bookmobiles. In addition to discussions of the current status of rural bookmobile service with its inherent problems, the proceedings also enumerate several alternatives to conventional bookmobile service; also included is a special perspective of the bookmobile by a panel of bookmobile manufacturers. This publication will be a useful resource for everyone with a commitment to rural library service.**

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Please send _____ copy(ies) of **"The Rural Bookmobile: Going Strong After Eighty Years"** at $9.95 each

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Total enclosed _____
(Make checks payable to the Clarion University of Pennsylvania Foundation (CUP).

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**College of Library Science**
**Clarion University of Pennsylvania**
**Clarion, Pennsylvania 16214**

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**The Center for the Study of Rural Librarianship**

# REFERENCE SERVICE IN RURAL PUBLIC LIBRARIES

**At last!! A publication which details the state of the art of reference service in rural America. This study provides a total profile of staffing, services and problems endemic to libraries serving communities of under 25,000. Based on a national sample this report is arranged nationally, regionally and by size of service area. REFERENCE SERVICE IN RURAL PUBLIC LIBRARIES is a solid base of information in a rarely explored but rapidly expanding area of interest.**

**To purchase a copy of this enlightening new publication send $4.50 (postpaid) to The Center for the Study of Rural Librarianship, School of Library Science, Clarion State College, Clarion, Pennsylvania 16214.**

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1852

**A BUDGETING MANUAL FOR SMALL PUBLIC LIBRARIES**

***A Budgeting Manual for Small Public Libraries*** by William D. Campbell is a unique publication now available through the Center for the Study of Rural Librarianship and the Small Library Development Center. The author probes many facets of small public libraries, and the manual adeptly addresses the needs of both inexperienced and experienced library budgeters. Topics range from a discussion of major steps in preparing a library budget to a disclosure of a technique for measuring the efficiency or productivity of library functions. This manual will be a key aid to administrators and librarians serving small and rural public libraries.

William D. Campbell is a Professor of Accountancy at the College of Business Administration at Clarion University of Pennsylvania.

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1853

# THE CENTER FOR THE STUDY OF RURAL LIBRARIANSHIP

## presents

## A New Publication

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# THE CENTER FOR THE STUDY OF RURAL LIBRARIANSHIP

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The following Bibliographies are available from the Center at a cost of $1.00 each.

1 "Books and Theses Relating to Public Libraries: A Selected Survey"
2 "Reference Librarianship and the Small Library: A Selected Survey"
3 "Rural Library Service"
4 "Books and Articles Relating to Community Development and Community Analysis"
5 "School-Public Library Cooperation"
6 "Public Relations and the Public Library"
7 "Administration of the Small and Medium Sized Library"
8 "Library Networking and Interlibrary Cooperation"
9 "Books by Mail and Bookmobile Service"
10 "Technical Services"
11 "Friends of the Library"
12 "Library Trustees"
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The Center also publishes a semi-annual journal RURAL LIBRARIES which is available for $3.00/issue or $6.00/year.

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OUTPUTM is a simple-to-operate menu-driven microcomputer program. Because the data can be updated regularly the program never becomes obsolete. All data can be either printed out or stored.

The package includes a floppy disk and documentation. OUTPUTM can be run on the IBM PC and compatible microcomputer.

## Capabilities

OUTPUTM is designed to meet the needs of all types and sizes of libraries from small, rural libraries to large library systems. It can handle data for a single library or accommodate five library systems or district libraries with as many as 50 member libraries each for a total of 250 libraries. Data can be cumulated for one year only or can be stored for a maximum of 10 years.

OUTPUTM performs the statistical calculations for you; all you need to do is input the raw data. OUTPUTM can average or total the data entered for a single library or for all libraries in the district or system.

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Output measures are indicators of library output. They record the character and quantity of service furnished by specific libraries. Some standard output measures include circulation per capita, program attendance, and number of reference transactions.

Why do we attempt to quantify these services? Output measures are useful for a number of reasons. They can be used by local libraries to track progress over time. They can be used to compare your local library with national standards. A report of a library's activities can be used to support requests for funding at both the local and the state levels.

OUPUTM performs the following computations:

1. Circulation per capita
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5. Reference transactions per capita
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